



WELCOME!

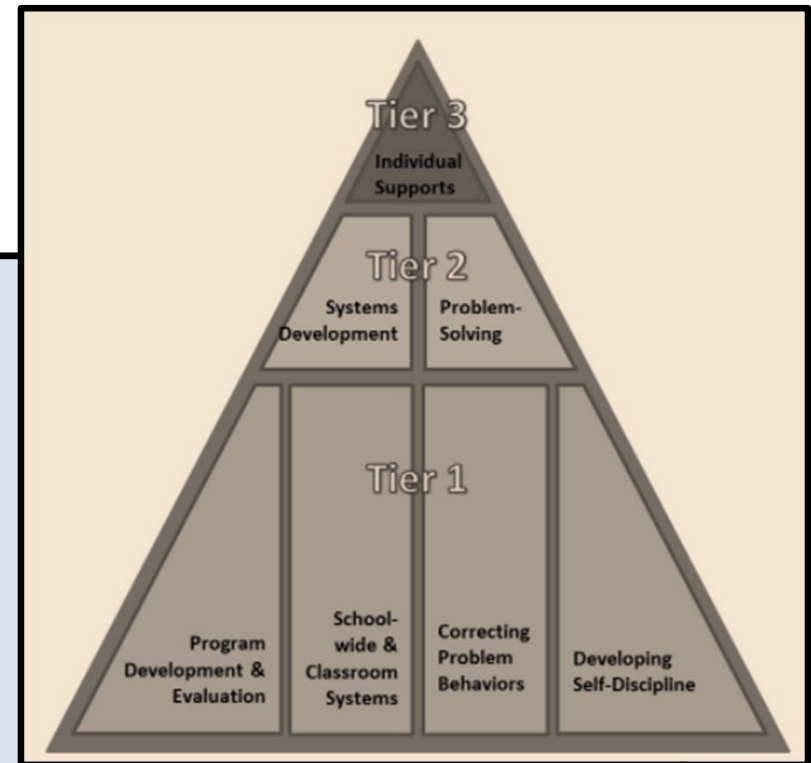
2018 DE-PBS PROJECT
SECONDARY FORUM
February 2018

*Please complete “BEFORE”
questions on your PURPLE
evaluation form).*



Today's Agenda

- Introductions and Activity
- School Connectedness
- Presentation by Dover High School
- Break
- Advisory and MTSS Coordination
- Presentation by McKean High School
- Additional Links: Recognition Activities
- Wrap-Up and Evaluation



Introductions

- Your School Name
- Your Team Members
- Experience with PBS/MTSS

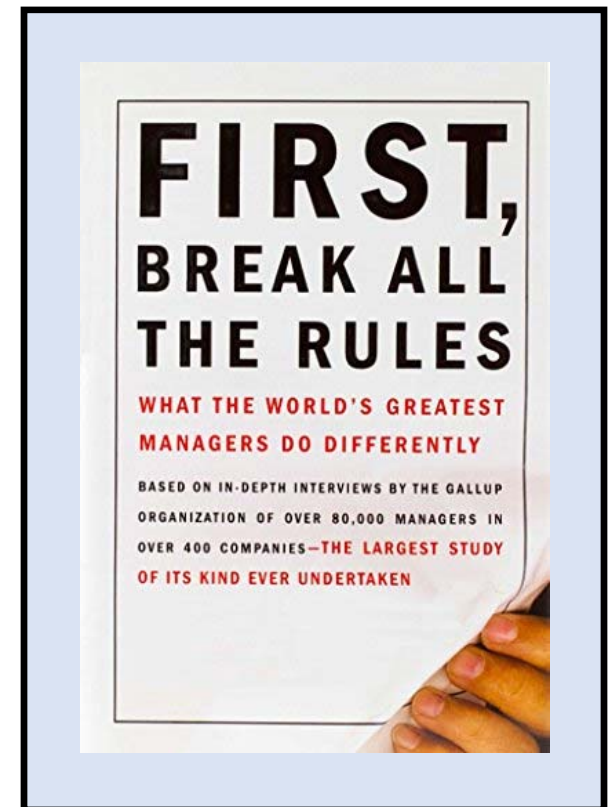


What makes you do your best work?



Gallup analysis of performance data from over 2,500 business units and over 105,000 employees

“Business units were measurably more productive when employees answered positively on a scale of 1 to 5 to the following 12 questions.”



The 12 Questions



1. Do I know what is expected of me at work?
2. Do I have the equipment and material I need to my work right?
3. At work, do I have the opportunity to do what I do best every day?
- 4. In the last seven days, have I received recognition or praise for my good work?**
- 5. Does my supervisor or someone at work seem to care about me as a person?**
6. Is there someone at work who encourages my development?
7. At work, do my opinions seem to count?
8. Does the mission/purpose of my company make me feel my work is important?
9. Are my co-workers committed to doing quality work?
- 10. Do I have a best friend at work?**
11. In the last six months, have I talked to someone about my progress?
12. This last year, have I had the opportunities at work to learn and grow?

Connectedness Counts

Why is connectedness important for students?

How can you measure it?

How can you promote it?



Connectedness Counts

Why is connectedness important for students?



IMPORTANCE OF SCHOOL CONNECTEDNESS

WHAT THE RESEARCH TELLS US



“Connectedness is a characteristic of school cultures in which students have meaningful relationships with adults within the schools, are engaged in the school, and feel a sense of belonging to the school...”

Shulkind, S. B., & Foote, J. (2009). Creating a culture of connectedness through middle school advisory programs. *Middle School Journal*, 41(1), 20-27.

IMPORTANCE OF SCHOOL CONNECTEDNESS

WHAT THE RESEARCH TELLS US

Linked to Positive Academic Outcomes:

- higher grades
- higher test scores
- Lower dropout rates

Regards of student SES

Shulkind, S. B., & Foote, J. (2009). Creating a culture of connectedness through middle school advisory programs. *Middle School Journal*, 41(1), 20-27.

Cited by Shulkind and Foot: Blum & Libby, 2004; Joskson & David, 2000; Klem & Connell, 2004; Mac Iver & Epstein, 1991; McNeely & Falci, 2004; National Association of Secondary School Principals, 2006

IMPORTANCE OF SCHOOL CONNECTEDNESS

WHAT THE RESEARCH TELLS US

Linked to Positive Health Outcomes

Adolescents who feel connected to school are less likely to:

- Exhibit disruptive or violent behavior.
- Carry or use a weapon.
- Engage in early-age sexual intercourse.
- Consider or attempt suicide.
- Experiment with illegal substances or drink to the point of getting drunk.
- Smoke cigarettes.
- Be emotionally distressed.

Center for Disease
Control and
Prevention. (nd).
Fostering school
connectedness:
Overview. Accessed at
[https://www.cdc.gov/
healthyyouth/protecti
ve/school_connectedn
ess.htm](https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm)

IMPORTANCE OF SCHOOL CONNECTEDNESS

WHAT THE RESEARCH TELLS US

Linked to Protective Factors

Individual or environmental characteristics, life conditions or behaviors that:

- Reduce the effects of stressful life events.
- Increase the likelihood of success.
- Promote social and emotional competence.
- Increase the likelihood that young people will thrive.
- Are safeguards that promote resiliency from adverse situations.
- Help young people make better decisions, confront obstacles, and find the supports they need.

Center for Disease
Control and
Prevention. (nd).
Fostering school
connectedness:
Overview. Accessed at
[https://www.cdc.gov/
healthyyouth/protecti
ve/school_connectedn
ess.htm](https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm)

IMPORTANCE OF SCHOOL CONNECTEDNESS

WHAT THE RESEARCH TELLS US

Linked to Protective Factors

Individual or environmental characteristics, life conditions or behaviors that:

- Reduce the effects of stressful life events.
- Increase the likelihood of success.
- **Promote social and emotional competence.**
- Increase the likelihood that young people will thrive.
- Are safeguards that promote resiliency from adverse situations.
- **Help young people make better decisions, confront obstacles, and find the supports they need.**

Center for Disease
Control and
Prevention. (nd).
Fostering school
connectedness:
Overview. Accessed at
[https://www.cdc.gov/
healthyyouth/protecti
ve/school_connectedn
ess.htm](https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm)

Connectedness Counts

How can you measure it?



MEASURING SCHOOL CONNECTEDNESS

DATA SOURCES

- Delaware School Climate Survey
 - Student Engagement Items
 - Relationships Items
 - Student-Student
 - Teacher-Student
 - Social Emotional Learning Items
- Connect-the-Dots
- Connections Screening



MEASURING SCHOOL CONNECTEDNESS

DATA SOURCES

- Delaware School Climate Survey
 - Student Engagement Items
 - Relationships Items
 - Student-Student
 - Teacher-Student
 - Social Emotional Learning Items



DSCS: Student Engagement Scale [Self]

(Included on the student and home surveys)

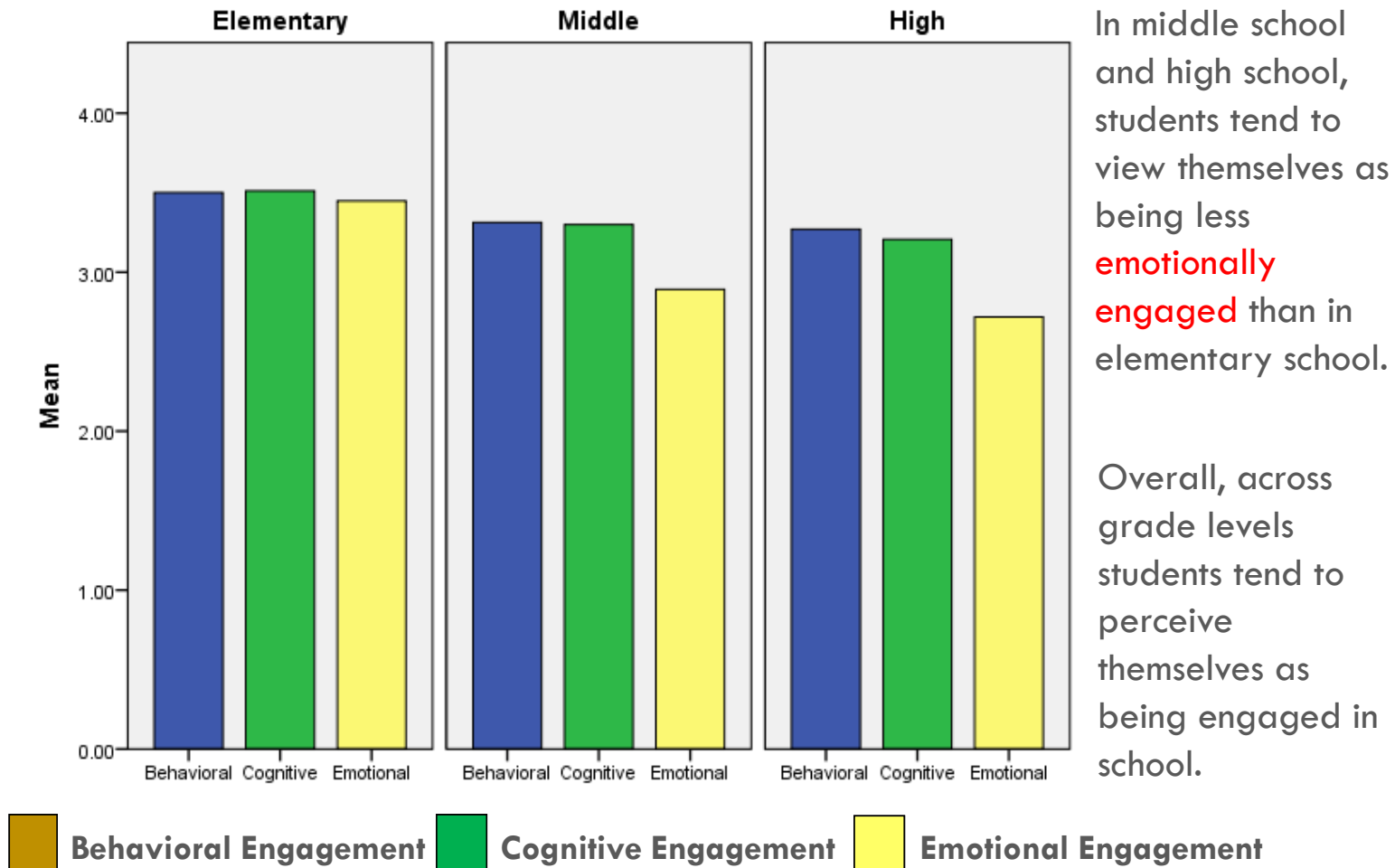
Behavioral Engagement	1. I pay attention in class.
	4. I follow the rules at school.
	7. When I don't do well, I work harder.
	10. I stay out of trouble at school.
Cognitive Engagement	2. I try my best in school.
	5. I turn in my homework on time.
	8. I get good grades in school.
	11. When I make a mistake, I try to fix it.
Emotional Engagement	3. I feel happy in school.
	6. My school is a fun place to be.
	9. I like students who go to this school.
	12. I like this school.

DSCS: Student Engagement Scale (School-wide)

(Included on the student and staff surveys)

Student Engagement School-wide	1. Most students turn in their homework on time.
	12. Most students feel happy.
	6. Most students try their best.
	23. Most students follow the rules.
	24. Most students like this school.
	28. Most students work hard to get good grades.

Student Engagement Grade Level Differences: Student Survey



DSCS: Student-Student Relationships Sub-Scale

(Included on the student, staff and home surveys)

Student-Student Relations	11. Students are friendly with each other.
	16. Students care about each other.
	21. Students respect others who are different.
	29. Students treat each other with respect.
	30. Students get along with each other.

DSCS: Teacher-Student Relationships Sub-Scale

(Included on the student, staff and home surveys)

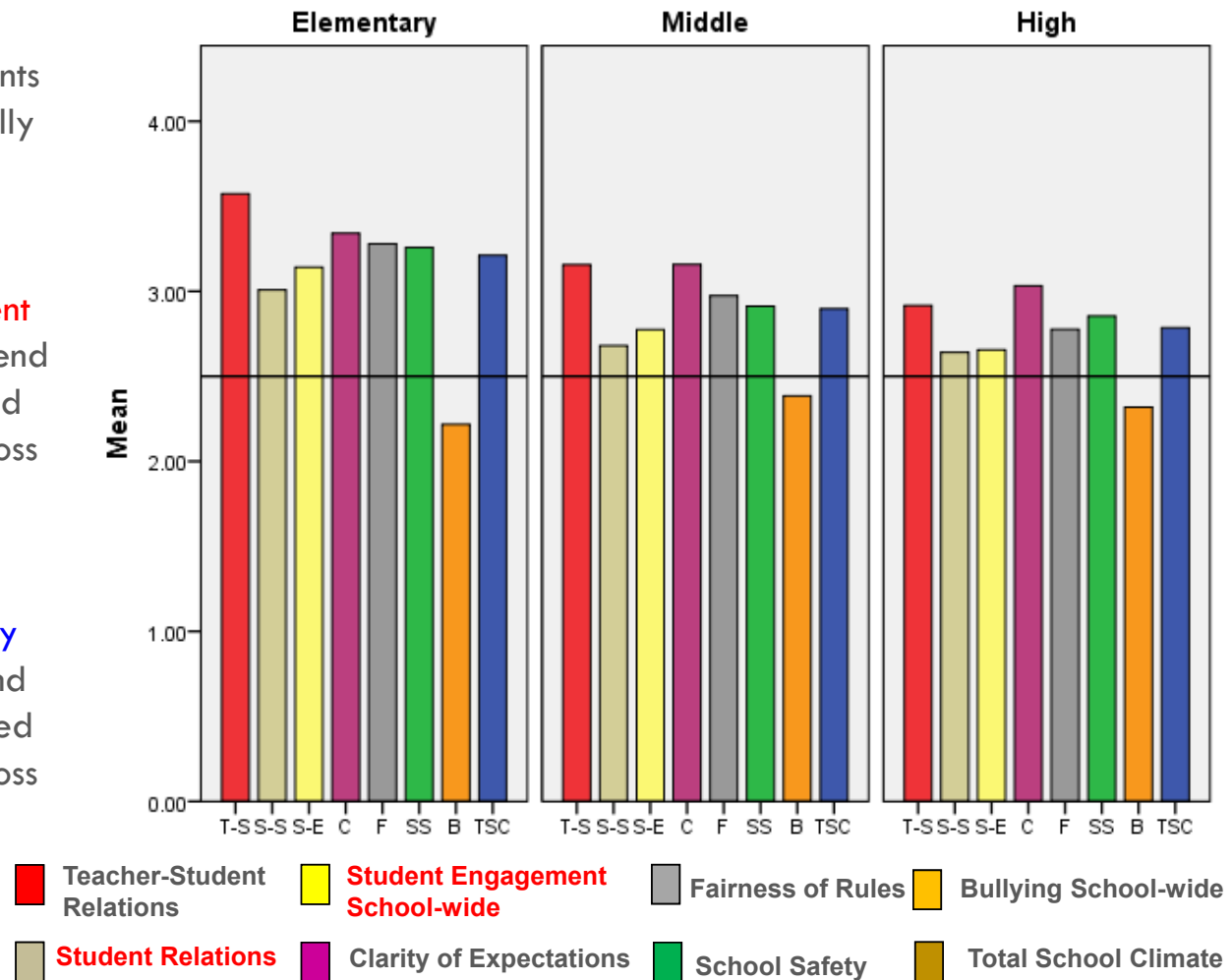
Teacher-Student Relations	2. Teachers treat students of all races with respect.
	7. Teachers care about their students.
	17. Teachers listen to students when they have problems.
	22. Adults who work here care about the students.
	25. Teachers like their students.

Grade Level Differences: Student Survey 2017

Scores tend to decrease as students get older, especially from ES to MS

Student-student relations and student engagement SW tend to be low compared to other scores across all levels

Teacher-student relations and clarity of expectations tend to be high compared to other scores across all levels



Sample subscale responses associated with teacher/staff scores (School Climate)	Percent who Agreed or Agreed a lot		
	Elem School	Middle School	High School
Teacher-Student Relations 7. Teachers care about their students.	99.3	97.9	98.5
Student-Student Relations 11. Students are friendly with each other.	93.8	84.8	88.3
Student Engagement School-wide 28. Most students work hard to get good grades.	89.1	71.7	63.9
Clarity of Expectations 10. Students know how they are expected to act.	97.6	90.7	88.7
Bullying School-wide* 9. Students threaten and bully others.	26.5	50.3	39.9
School Safety 13. Students feel safe.	97.1	86.2	89.0
* = A high score on this subscale is negative because items are negatively worded.			

DSCS: Social Emotional Learning

(Included on the student and staff surveys)

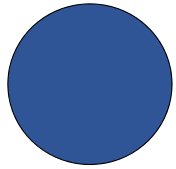
Use of SEL Techniques	3. Students are taught to feel responsible for how they act.
	6. Students are taught to understand how others think and feel.
	9. Students are taught that they can control their own behavior.
	12. Students are taught how to solve conflicts with others.
	15. Students are taught they should care about how others feel.
	16. Students are often asked to help decide what is best for the class or school.

MEASURING SCHOOL CONNECTEDNESS

DATA SOURCES

- Connect-the-Dots
 - Local Implementation
- Connections Screening
 - National Model



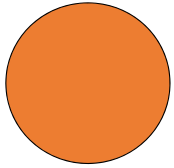


Connect-the-Dots

Local Implementation

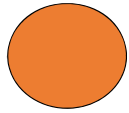
- **Early Presentations and Implementers**
 - Compassionate Schools Learning Collaborative
 - Stanton Middle School
- **Capital School District**
- **Brandywine School District**





Connectedness Screening *National Model*

- Started in 2010 at Burrillville High School in Rhode Island
 - Kim Pristawa, School Psychologist
- Purpose
 - identify potentially at-risk students in the social-emotional area by examining students' perceptions of connectedness with adults and peers in school.
 - identify a target group of students who may need social-emotional intervention
 - help in choosing an adult to support student when needed
- Screening looks at both adults and peers simultaneously

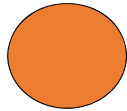


Burrillville High School Confidential Survey for ADULTS

Directions: Please list the names of up to 6 students in this building whom you feel you have a good, personal connection with. These could be students who seek your advice/guidance for personal or academic matters (Teachers: they may not necessarily be current students in your classes.)

I have a good connection with the following student(s) at Burrillville HS:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



Burrillville High School Confidential Survey for STUDENTS

Directions: Please list the name(s) of one or more adult(s) and peer(s) in this building whom you feel you have a good connection with. These adults should be people you trust, you know care about you, and you feel you can talk to if you have a problem.

I have a good connection with the following adult(s) at Burrillville HS:

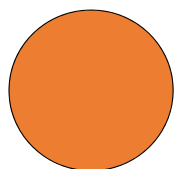
1. _____
2. _____
3. _____

☐ Place a check in this box if you feel you DO NOT have a good connection with any adult in the building

I have a good connection with the following peer(s)/classmate(s) at Burrillville HS:

1. _____
2. _____
3. _____

☐ Place a check in this box if you feel you DO NOT have a good connection with any peer in the building



Connectedness Screening *National Model*

Pristawa, K. 2017. A universal screening process for school connectedness. National Association of School Psychologists. San Antonio, TX.

What We've Learned

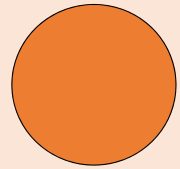
Successful Schools:

- Have a primary point of contact to work through details
- Set up the infrastructure to support survey administration and follow up/data interpretation
- Look at their data immediately after survey administration and from year to year
- Started small (one grade level) before scaling up
- Started with buy-in first

Start with Buy-In!

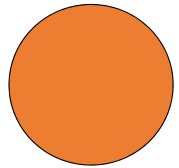
Lessons Learned:

- Survey administration is easy - follow up and data interpretation is key
- Schools focusing only on survey administration (not follow-up and team process) abandoned the survey
- Lack of problem solving team participation makes it overwhelming for one person to implement/sustain
- Lack of infrastructure = lack of success
- Start small! Too much too soon can be overwhelming
- Lack of communication to faculty = no sustainability



Video of administering survey

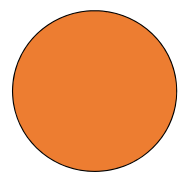




Connectedness Screening *National Model*

Reviewing Results

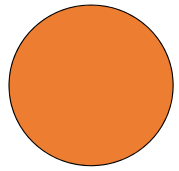
- Follow up Social-Emotional Screening with student reporting no connections
- Determine next steps
 - Prioritize by protective factors and student functioning
 - Interventions within school (mentors, social skills groups, need-based groups, counseling)
 - Consider community resources



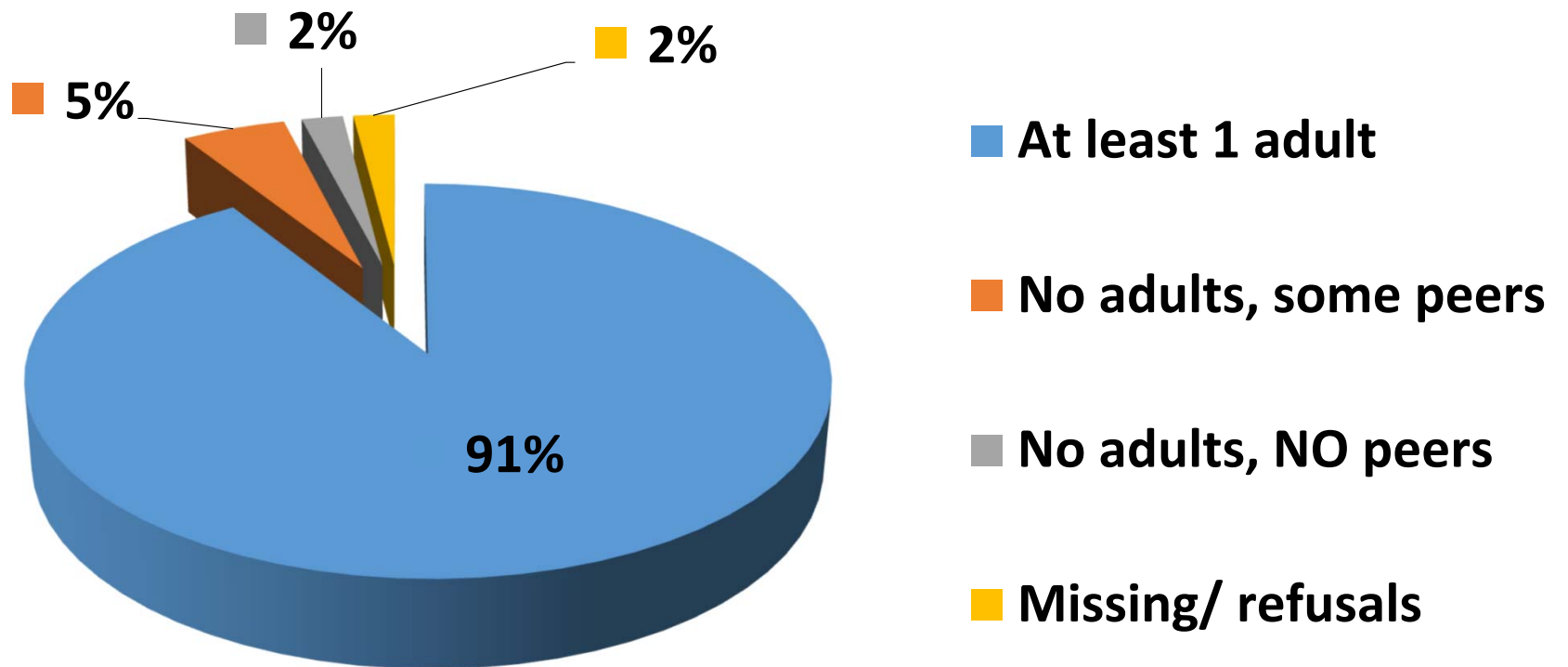
Connections Screening Data Sharing with Staff

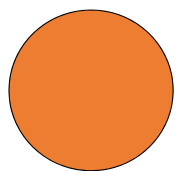
Example Update from BHS RTI/Problem-Solving Team for
February 2014 Faculty Meeting





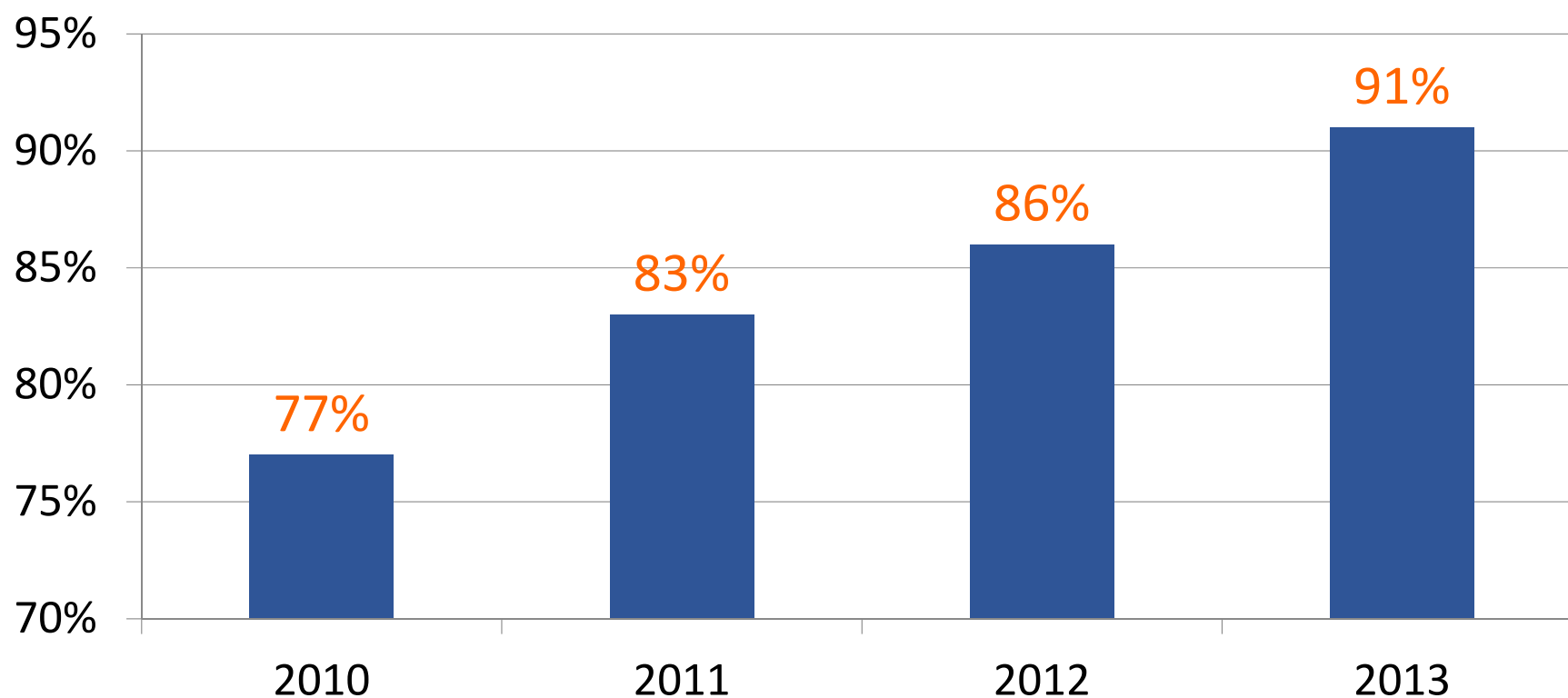
2013 Overall Connections Data

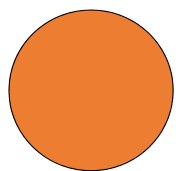




Longitudinal Data over 4 years

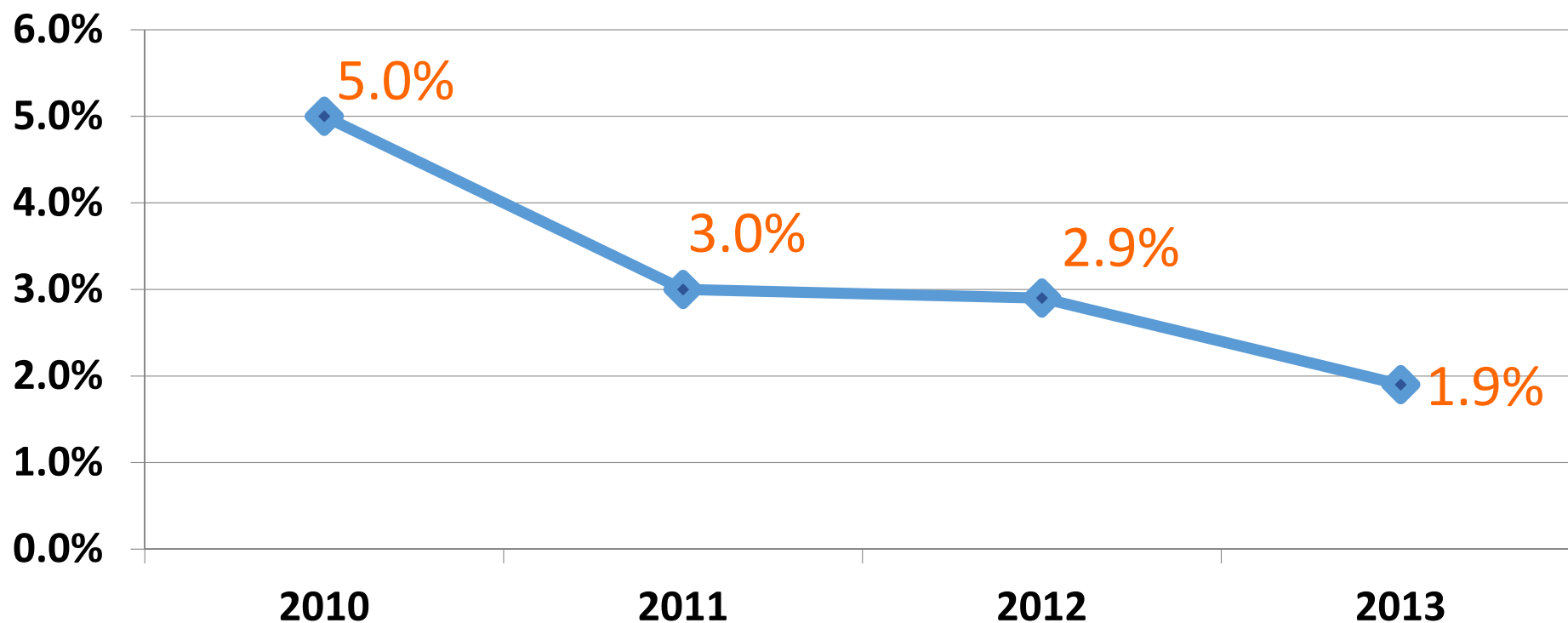
Students reporting at least one adult connection

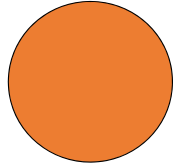




Longitudinal Data (cont'd)

Students reporting zero adult AND zero peer connections

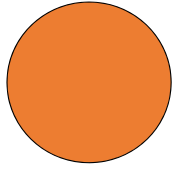




Follow-up / Interventions

2013-2014 school year

- **Target group (zero adult and zero peer) n=13**
 - Individual follow-ups with RTI team member
 - Interventions, if needed
- **Secondary target group (zero adult, some peers) n=32**
 - Advisors, guidance will be alerted
 - Some individual/interventions follow-ups
- **Other target group (some adult(s), zero peers) n=21**
 - Guidance will be alerted
 - May consider interventions (e.g., group) as applicable



Reflection Questions

Goodman (2014) cited
by Pristawa (2017)

- Should we do it?
 - How do we do it right?
 - How can we make it better?
-

A final thought on CONNECTIONS

*It may not necessarily be
the amount of time you
spend with a student,
but the simple fact that you
give them some positive
attention in their day....*



Connectedness Counts

How do you promote it?

DESCRIBE THE
INTERVENTIONS OR
ACTIVITIES YOU HAVE
CURRENTLY IN PLACE
TO IMPROVE STUDENTS'
SCHOOL CONNECTEDNESS





WELCOME!

DOVER HIGH SCHOOL CAPITAL SCHOOL DISTRICT



RELATED TOPICS OF INTEREST

ADVISORY PROGRAMMING

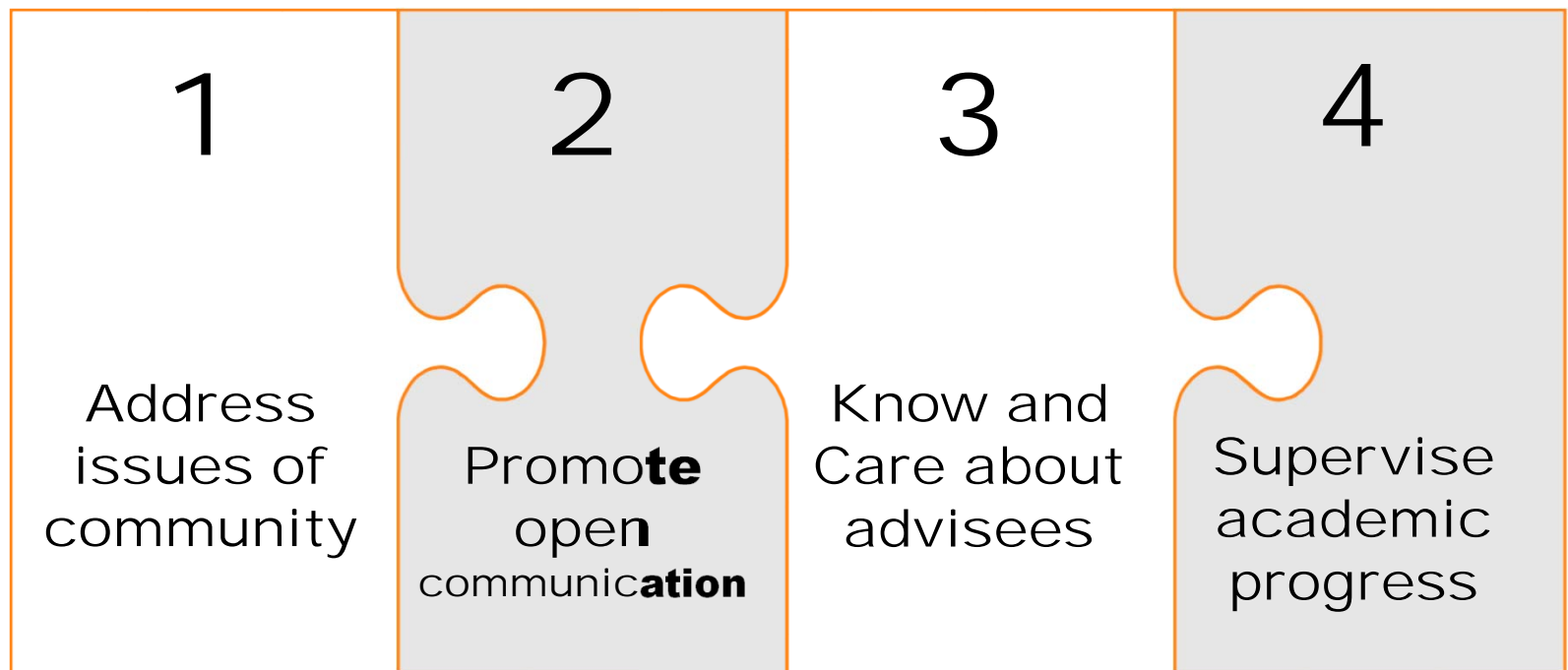
MTSS COORDINATION



PROMOTING SCHOOL CONNECTEDNESS

ADVISORY PROGRAMMING

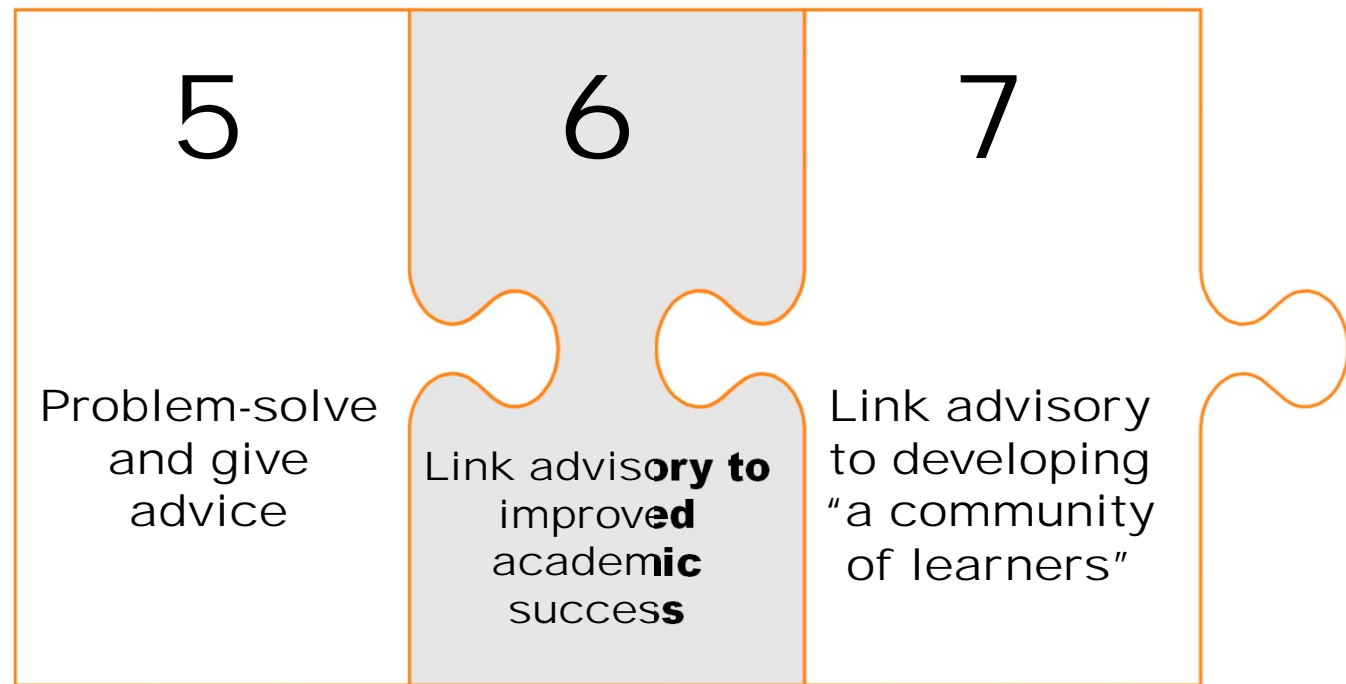
Shulkind, S. B., &
Foote, J. (2009).
Creating a culture of
connectedness
through middle school
advisory
programs. *Middle
School Journal*, 41(1),
20-27.



PROMOTING SCHOOL CONNECTEDNESS

ADVISORY PROGRAMMING

Shulkind, S. B., &
Foote, J. (2009).
Creating a culture of
connectedness
through middle school
advisory
programs. *Middle
School Journal*, 41(1),
20-27.

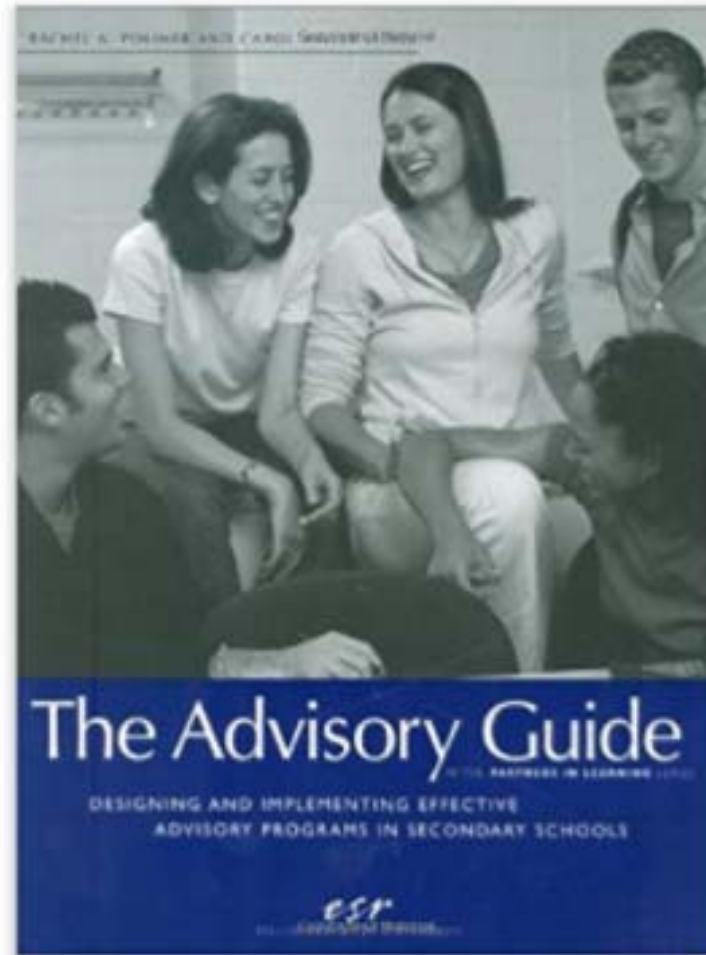


PROMOTING SCHOOL CONNECTEDNESS

ADVISORY PROGRAMMING

Middle and High School

Poliner, R. A., & Lieber,
C. M. (2004). *The
advisory guide:
Designing and
implementing
effective advisory
programs in
secondary schools.*
Educators for Social
Responsibility.





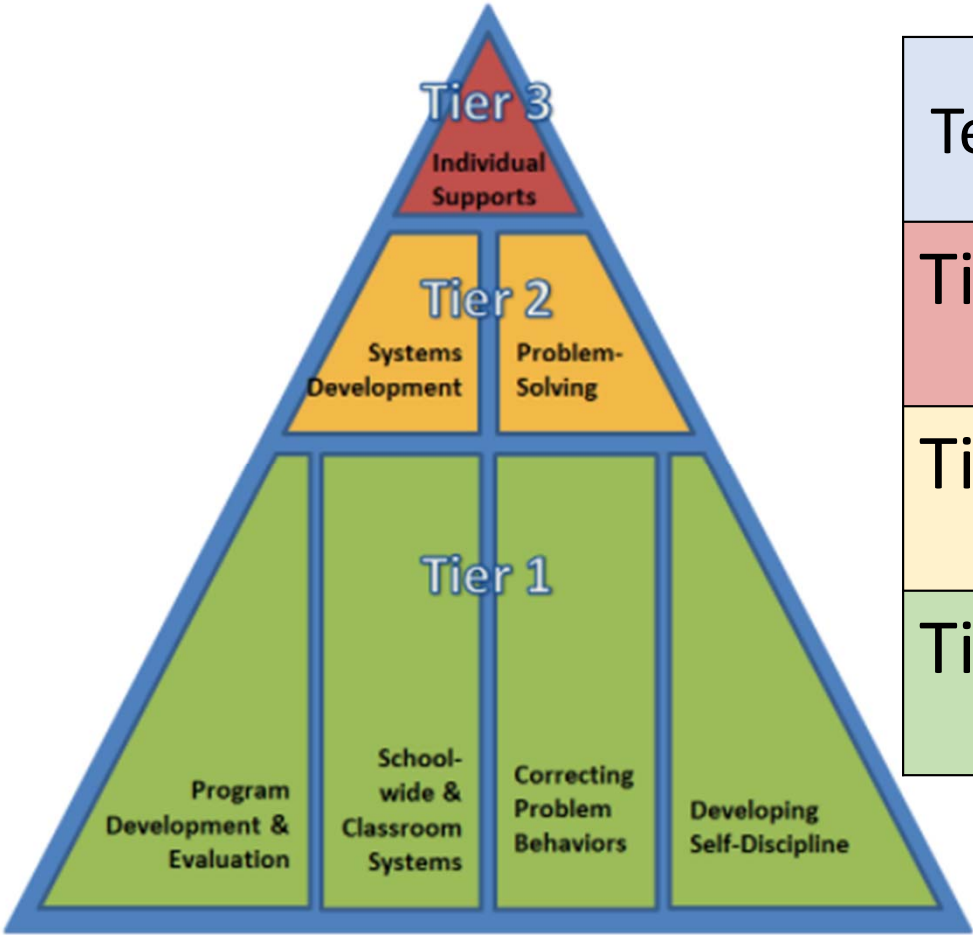
WELCOME!

TALLEY MIDDLE SCHOOL
BRANDYWINE
SCHOOL DISTRICT



PROMOTING SCHOOL CONNECTEDNESS

MTSS COORDINATION



Teams	Team Leader & Admin	Meeting Times
Tier 3		
Tier 2		
Tier 1		

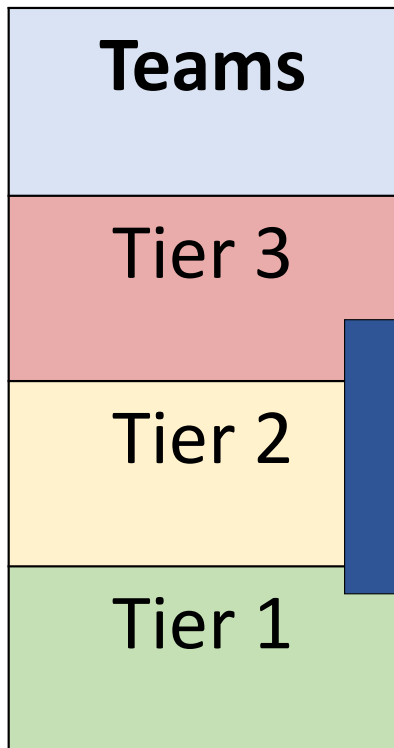
PROMOTING SCHOOL CONNECTEDNESS

MTSS COORDINATION

Teams	Team Leader & Admin	Meeting Times	Interventions	Data Sources	Fidelity
Tier 3					
Tier 2					
Tier 1					

PROMOTING SCHOOL CONNECTEDNESS

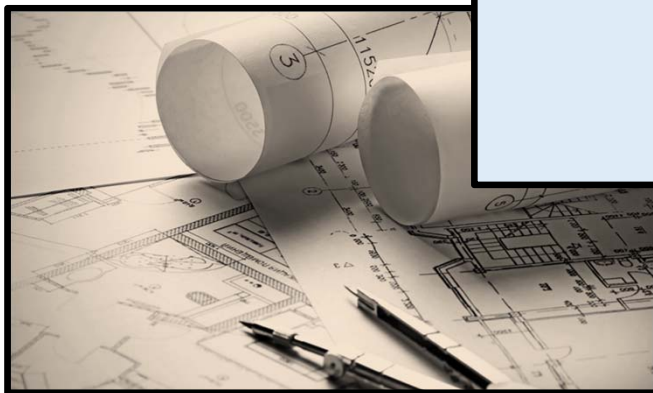
MTSS COORDINATION



- School Action Plan goals around behavior
- Selecting intervention materials
- Referrals across and references within
- Case studies to check MTSS effectiveness
- **Summer planning**



WELCOME!
MCKEAN HIGH SCHOOL
RED CLAY CONSOLIDATED
SCHOOL DISTRICT



RELATED TOPICS OF INTEREST

RECOGNITION ACTIVITIES

TIER 2 PROGRAMMING



RELATED TOPICS OF INTEREST

RECOGNITION ACTIVITIES



RECOGNITION ACTIVITIES

WHAT OTHER SECONDARY SCHOOLS TELL US

Bohanon-Edmonson, H., Flannery, K. B., Eber, L., & Sugai, G. (2004). Positive behavior support in high schools: Monograph from the 2004 Illinois high school forum of positive behavioral interventions and supports. *University of Oregon unpublished manuscript.*

Use naturally occurring, contextually and culturally appropriate forms of rewards

Involve everyone, including students

Prompt the staff to use the system, and reward them for doing so

Acknowledge and adjust as the school-wide system may not work for all students - Students with high risk behaviors may have different needs and thus some additional or alternative reinforcement systems

Highlight and show the effects and outcomes of the system.
Celebrate success

RECOGNITION ACTIVITIES

WHAT OTHER SECONDARY SCHOOLS TELL US

Adapted from: La.
SWPBS
Implementation
Resource Guide

A system of rewards has elements that are consistent across campus

Rewards are available at a variety of levels (hierarchical, tangible, and intangible).

Rewards are linked to expectations.

Rewards are varied to maintain student interest.

System includes opportunities for naturally occurring reinforcement.

Ratios of reinforcement to corrections are high.

Students are involved in identifying/developing incentives.

The system includes incentives for staff and faculty.

RECOGNITION ACTIVITIES

WHAT OTHER SECONDARY SCHOOLS TELL US

Formal reward/ reinforcement to acknowledge high school students is often challenged by staff

1. Staff do not understand why it might be needed at all
2. Staff are concerned about equity across all students
3. Staff express concern that the use of extrinsic rewards, such as “Gotcha tickets” or extra credit, for doing what is expected will inhibit development of intrinsic motivation

Bohanon-Edmonson, H., Flannery, K. B., Eber, L., & Sugai, G. (2004). Positive behavior support in high schools: Monograph from the 2004 Illinois high school forum of positive behavioral interventions and supports. *University of Oregon unpublished manuscript.*

RECOGNITION ACTIVITIES

STAFF CONCERNS



RECOGNITION ACTIVITIES

WHAT OTHER SECONDARY SCHOOLS TELL US

Bohanon-Edmonson, H., Flannery, K. B., Eber, L., & Sugai, G. (2004). Positive behavior support in high schools: Monograph from the 2004 Illinois high school forum of positive behavioral interventions and supports. *University of Oregon unpublished manuscript.*

STRATEGIES TO ADDRESS THE STAFF CONCERNS/BUY-IN:

- ✓ Staff receive incentives for participating (parking places, free time, parking passes; post cards and good deed tickets)
- ✓ Teacher drawings
- ✓ Teachers reward other teachers
- ✓ Faculty meetings to present data (afterschool coffees)
- ✓ Ask teachers to identify the main issues
- ✓ Put PBS on faculty agenda
- ✓ Surveys help to identify important issues
- ✓ Posters about expectations and core values in classroom and throughout school
- ✓ Advertise PBS through t-shirts, make PBs your own with own terms, core values on everything (letterhead, t-shirts, buttons)

RECOGNITION ACTIVITIES

WHAT OTHER SECONDARY SCHOOLS TELL US

Bohanon-Edmonson, H., Flannery, K. B., Eber, L., & Sugai, G. (2004). Positive behavior support in high schools: Monograph from the 2004 Illinois high school forum of positive behavioral interventions and supports. *University of Oregon unpublished manuscript.*

STUDENT-CENTERED CHALLENGES :

Finding rewards that are not babyish

Rewards and ideas that are not relevant to today's generation

Not choosing students who have a following and can motivate other students, pick students from diverse groups, including those who are academically at-risk

When administration does not support student leaders

How students and staff can participate in the core team; individual running total program, difficult to find time because of scheduling

RECOGNITION ACTIVITIES

STAFF CONCERNS



RECOGNITION ACTIVITIES

WHAT OTHER SECONDARY SCHOOLS TELL US

Bohanon-Edmonson, H., Flannery, K. B., Eber, L., & Sugai, G. (2004). Positive behavior support in high schools: Monograph from the 2004 Illinois high school forum of positive behavioral interventions and supports. *University of Oregon unpublished manuscript.*

STRATEGIES TO ADDRESS THE STUDENT CONCERNS/BUY-IN:

- ✓ Providing meaningful incentives to students (parking passes, ice cream passes; cards on wall of fame; off campus incentives and trips, climbing wall, military band) resulted in strong student buy-in
- ✓ Students can nominate teachers and each other for rewards
- ✓ School-wide and end of year celebrations
- ✓ Pick students for PBS team
- ✓ Give students leadership position as presenters; students determine methods of data collection and then administer surveys; include students in the feedback process; students run pep assemblies; forum for students in under-represented groups
- ✓ Behaviors have to be modeled by staff; teachers put skit for students to demonstrate student behavior; importance of teaching behaviors; promote teaching behaviors at the high school level

RECOGNITION ACTIVITIES

WHAT OTHER SECONDARY SCHOOLS TELL US

**“Managing the logistics of the system
will be the greatest barrier for high schools”**

Bohanon-Edmonson, H., Flannery, K. B., Eber, L., & Sugai, G. (2004). Positive behavior support in high schools: Monograph from the 2004 Illinois high school forum of positive behavioral interventions and supports. *University of Oregon unpublished manuscript.*

- Use summer planning time to map out year
- Utilize non-traditional resources (community letters)
- Consider cost-benefit of contingent SW events
- Start off small and then build repertoire of acknowledgement activities
- Consider on-team or on-grade level activities if SW is too difficult
- Have and support designated student PBS coordinator

THINKING ABOUT NEXT STEPS

DSCS Workshop 5/14/18

Summer 2018 Planning Schedule

Professional Development in 2018-2019 SY

Other ideas?

Please DELAWARE POSITIVE BEHAVIOR SUPPORT PROJECT at delawarepbs.org



THANK YOU!

Please complete your
workshop evaluation
(we want to hear from you!)
&
visit us at delwarepbs.org

