Welcome DE-PBS Project Secondary Forum

February 12, 2020

Login Info: Special Events PW: 20200210L34w

Today's Focus Agenda & Topics

8:30-12:30 All Together Now

- Topic 1: Utilizing SROs to help to build positive school climate
- Topic 2: Sample recognition systems
- Topic 3: Implementing a Tier 1 cell phone policy
- Topic 4: Ensuring student voice within your MTSS/PBS programming
- Topic 5: Understanding CBITS: A Tier 2 intervention for mental health & trauma
- Topic 6: Creating structured self-care initiatives
- 12:30 3 Choose Your Own (Strategic) Adventure
- 12:30-1:30 Administrator Lunch Session: Buy-In for PBS/MTSS-B
- 12:30-3pm Open planning space and TA support

Expectations

	During the day, please
BE ENGAGED	 Share your experiences related to the topics presented Ask questions Use technology with a collaborative intent
BE REFLECTIVE	 Compare ideas shared to your current context & experiences Assess your current school practices Monitor your own reactions to content
BE STRATEGIC	 Mark down which tools and people to get to know Write down ideas and questions you want to address later

Starter Tools...

Secondary Forum

My Notes from the 2/12/2020 Networking Workshop

Directions: During the day, we invite you to jot down one or two new thoughts and/or changes you can make based on the information shared. You may also want to note schools or people in the DE-PBS network of secondary schools who spoke today about these topics.

MTSS/PBS Basics

Utilizing SROs to Help Build Positive School Climate

Recognition Systems

net work / net wərk/

: a group or system of interconnected people or things.

Here are our 2020 DE-PBS Secondary Forum Networkers - So glad to have you!

School	District	Email
Redding (Louis L.)Middle School	Appoquinimink	jayme.kowal@appo.k12.de.us
Redding (Louis L.)Middle School #16	Appoquinimink	Emily.emerson@appo.k12.de.us
Redding (Louis L.)Middle School #16	Appoquinimink	albert.volpe@appo.k12.de.us
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	e 11 e		L Luar	Appoquinimink	Emily.emerson@appo.k12.de.us		
Secondary Forum				oppoquinimink	albert.volpe@appo.k12.de.us		
	My Notes from the	2/12/2020 Networking Works	DE-PBS TIER 1 STATUS TRACKER – TIER 1 REFLECTION TOOL				
Directions: During the day, we invite you to jot down one or two new thoughts an make based on the information shared. You may also want to note schools or peo network of secondary schools who spoke today about these topics.		School Name	School Name: Date:				
MTSS/F	BS Basics		prompts organ status of the ite	ized by the four compon em as: In Place (3), Part	Completing this Tool: As a team, reflect on the ents of a Tier 1: School-wide PBS/MTSS Framially in Place (2), Not in Place (1). Honest reflected additional focus and action planning.	nework. Note the	
Utilizing	g SROs to Help Build Positive Sch	ool Climate	ool-wide PBS Tier 1	: Program Development and Evaluat	ion		
					Notes To Consider/Discussed	Status (3, 2 or 1)	
Recogni	ition Systems		Data				
	Prosentino • Companyo		1. Behavior refe system within a	rrals are entered into the sch week.	pol's electronic		

...and Be Welcoming



Being Engaged - Utilizing Padlet



Log In to Padlet: https://padlet.com/DEPBS/9ylvasj39h8a





Networking norms in effect

- On Padlet, please identify school or your name on response/postings [like "DE-PBS Project, Megan:"]. There are topic threads.
- Questions and responses that can relate to everyone are best for the whole group Q & A time. Individualized questions/responses may be more effective via email.
- We are hoping everyone can use technology to engage and connect.

Success thread is already in effect!

Laura Clark on Behalf of Mt. Pleasant High School

We gave out certificates for students who showed qualities from our PRIDE Matrix and they were so happy and emotional to be recognized! PS DuPont PBS Team

Pride carts, a moving cart where students exchange tickets for prizes, has been an amazing new strategy! We have more participation than we did when the rewards were sold during lunch.

Anonymous

Implementation of our Student of the Week and our Teacher of the Week recognition.

Anonymous

Just being part of the process has changed how I handle behavior in my classroom. I have become more of a behavior educator rather than a disciplinarian.

Website: www.delawarepbs.org

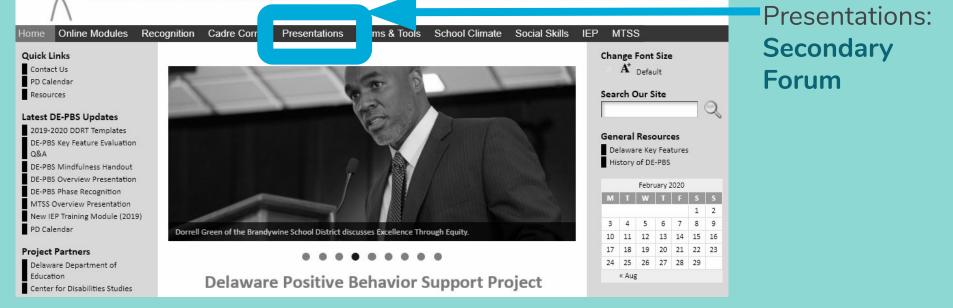


UNIVERSITY of DELAWARE

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.



Delaware Positive Behavior Supports and Interventions

School-wide PBS Tier 1: Program Development & Evaluation

- Systematic Collection & Use of Multiple Data Sources
- Established Representative Problem-Solving Teams
- Ongoing Professional Development & Resources to Sustain Implementation

Prevention: Implementing Schoolwide & Classroom Systems

- Establish Positive Relations (Student, Teacher, Parents)
- Establish, Teach, and Acknowledge Positive Behavioral Expectations
- · Support a Safe School Environment
- Ensure classroom management practices for encouraging appropriate behavior

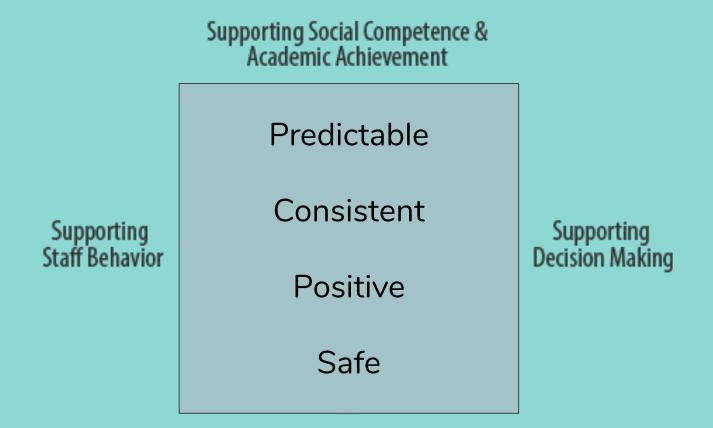
Correcting Problem Behavior

- Establish System to Manage Office Discipline Referrals
- Support Use of Strong Classroom Management
 Techniques and use of continuum of responses to
 inappropriate behavior
- Systematic Response to Behavior Includes Problem-Solving

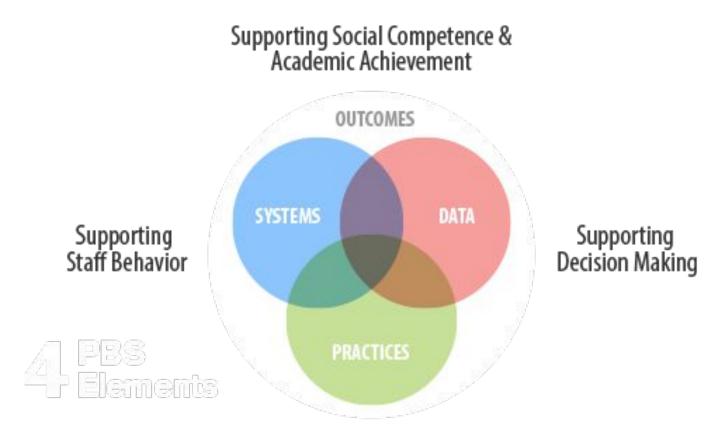
- Policy Commitment to Goal of Developing Self-Discipline
- Social Emotional Learning (free standing or integrated within Curriculum)
- · Students Active in Decision-making







Supporting Student Behavior



Supporting Student Behavior

Non Positive L havior Supports and Interventions

ool-wide PBS Sc ier Ρ bgram Develo ^{P.} Evaluation Collection & Se of Mu ple Data Systema Source Estab ned Repres tive Problemvir eams p Profe looment 9 Jources to Susta implementation Correcting Provem Behavi

De

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 Referrals
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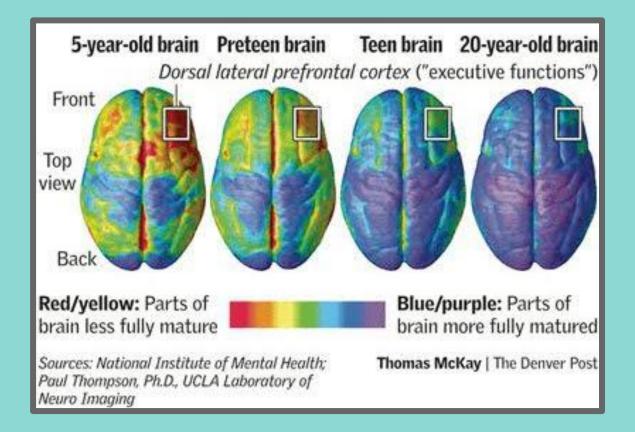
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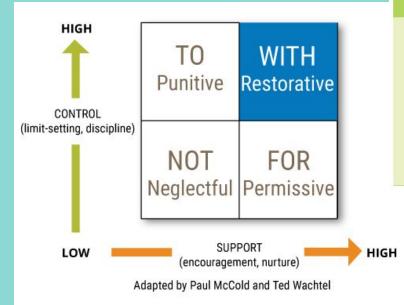
Evidence-Based Practices



Supporting the Whole Child (and Adult)



Culturally Contextualized Practices



C Positive Behavioral

PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches

Milaney Leverson¹, Kent Smith¹, Kent McIntosh², Jennifer Rose³, Sarah Pinkelman⁴ 1: Wisconsin RTI Center; 2. University of Oregon; 3. Loyola University of Chicago; 4. Utah State University

acific Southwest (HHS Region 9

Fact Sheet INTERCONNECTED SYSTEMS FRAMEWORK 101: AN INTRODUCTION

SUSAN BARRETT, LUCILLE EBER, KELLY PERALES AND KATIE POHLMAN OSEP TECHNICAL ASSISTANCE CENTER ON PBIS

Practices That Support ALL Students







K. McIntosh; U of Oregon

Practices to eradicate disparities in school discipline

- Problem-solving approach to discipline
 - Understanding the context
 - Why the student is engaging in behavior and understanding the teachers response
 - Providing opportunity for reflection and restoration
 - Providing additional interventions or services for students with complex support needs

Russell J. Skiba,

Director of Discipline Disparities Research-to-Practice Collaborative

Data Grounds the Work

DEFINE

School-wide expectations (i.e. social competencies)
 TEACH & PRACTICE

○ Prosocial behaviors

MONITOR & ACKNOWLEDGE

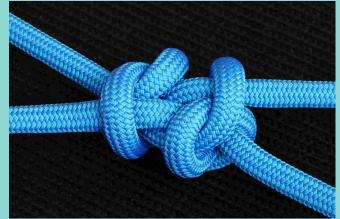
• Prosocial behaviors

PROVIDE INSTRUCTIONAL CONSEQUENCES

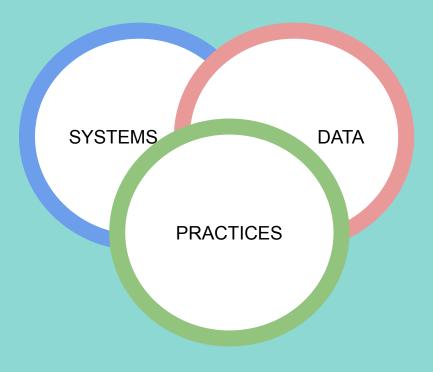
• for unwanted behavior

MAKE DECISIONS

• Based on information collected



Keeping in mind that...



Behavior change is an instructional process

We change **STUDENT** behavior by changing **ADULT** behavior.

Interventions = changes in staff procedures & practices

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So do the right tools!

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Topic 1: Utilizing School Resource Officers for Building School Climate



Log In to Padlet: https://padlet.com/DEPBS/9ylvasj39h8a

How can your MTSS team work closely with your SRO/Constable in order to support school climate and student support across all three Tiers?

What is school-based law enforcement?

- The term "school-based law enforcement" (SBLE) refers to any number of situations in which one or more trained police officers work full-time or part-time on school property.
- Common types include:
 - School resource officer (SRO) Local police department assigns one or more municipal police who devote their time to maintaining a presence on school property.
 - School district police School districts establish their own police departments.
- All are sworn officers who carry firearms, have arrest powers, and carry a police department badge.
- As of 2017, 48% of schools (>70% of students) have SBLE(s) on campus

Fronius, Lozano & Schevermann, 2019

Guest Presentation: Utilizing School Resource Officers for Building School Climate

Please Welcome:

Jeff Hale, Lead Constable for Colonial School District

SCHOOL RESOURCE OFFICERS -CONSTABLES AND SCHOOL CLIMATE







- FIRST SRO PROGRAM BEGAN IN FLINT, MICHIGAN IN THE LATE 1950'S WITH THE GOAL OF IMPROVING THE RELATIONSHIP BETWEEN THE LOCAL POLICE AND YOUTH.
 OFFICERS WERE PLACED IN SCHOOLS AND SERVED AS TEACHERS AND COUNSELORS
- IN THE 1970'S MANY SCHOOL DISTRICTS ACROSS THE COUNTRY RECEIVED SPECIAL LEGISLATION TO CREATE THEIR OWN POLICE DEPARTMENTS.

<u>HISTORY (CON'T)</u>

- IN 2013 THE INDIAN RIVER SCHOOL DISTRICT BEGAN WHAT TODAY IS KNOWN AS THE CONSTABLE PROGRAM IN DELAWARE BY HIRING 14 ARMED SCHOOL SAFETY MONITORS.
- TODAY MULTIPLE SCHOOL DISTRICTS THROUGHOUT THE STATE HAVE ADOPTED THE CONSTABLE PROGRAM. MANY DISTRICTS SUPPLEMENT THE USE OF SRO'S WITH CONSTABLES.

<u>HISTORY (CON'T)</u>

NAME	CONSTABLES
RED CLAY SCHOOL DISTRICT PUBLIC SAFETY	5
INDIAN RIVER SCHOOL DISTRICT	21
COLONIAL SCHOOL DISTRICT	6
CAPITAL SCHOOL DISTRICT	17
APPOQUINIMINK SCHOOL DISTRICT	0
POLYTECH SCHOOL DISTRICT	2
SUSSEX ACADEMY OF ARTS & SCIENCES, INC.	1
BRANDYWINE SCHOOL DISTRICT	3
MILFORD SCHOOL DISTRICT	3
DEL STATE UNIVERSITY POLICE DEPT.	4
CAESAR RODNEY SCHOOL DISTRICT	3

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SCHOOL RESOURCE OFFICERS

- REQUEST TRANSFER FROM CURRENT ASSIGNMENT
- APPEARS BEFORE AN INTERVIEW BOARD
- IF SELECTED MUST ATTEND BASIC SCHOOL RESOURCE OFFICER TRAINING





 AT LEAST 10 YEARS OF EXPERIENCE IN A LOCAL, STATE OR FEDERAL LAW ENFORCEMENT AGENCY

SEPARATED IN GOOD STANDING FROM LAW ENFORCEMENT AGENCY

 CLEAN CRIMINAL BACKGROUND CHECK, TB TEST, AND CHILD PROTECTION REGISTRY



- MUST SHOW PROFICIENCY WITH FIREARMS
- MUST ATTEND CONSTABLE ACADEMY IF SEPARATED FROM LAW ENFORCEMENT AGENCY FOR OVER FIVE YEARS
- MUST BE APPROVED FOR EMPLOYMENT AS A CONSTABLE BY THE BOARD OF PROFESSIONAL LICENSING OF CONSTABLES

SUMMARY OF JOB RESPONSIBILITIES

- RESPONSIBLE FOR THE SAFETY AND WELL BEING OF STUDENTS, STAFF, VOLUNTEERS, VISITORS AND SCHOOL FACILITIES AND PROPERTY AT ASSIGNED SCHOOL LOCATION
- SUPERVISION AND MONITORING OF STUDENTS WITHIN AND OUTSIDE SCHOOL BUILDINGS
- ENFORCE STUDENT BEHAVIOR
- COMMUNICATE WITH STUDENTS REGARDING ISSUES AND/OR BEHAVIOR

SUMMARY OF JOB RESPONSIBILITIES

• ESCORT STUDENTS AND/OR UNAUTHORIZED VISITORS

ASSIST WITH BUS, RECESS AND/OR LUNCH DUTY



ASSIST WITH FIRE DRILLS, SCHOOL SAFETY DRILLS, OTHER THREATS AND ASSISTING IN THE REMOVAL FROM CLASSROOM OF DISRUPTIVE STUDENTS

PRIMARY DUTIES

- FOLLOWS DIRECTIVES OF BUILDING AND DISTRICT ADMINISTRATORS
- SERVES AS THE LEAD ON THE BUILDING'S COMPREHENSIVE SCHOOL SAFETY PLAN. WORKS WITH BUILDING ADMINISTRATORS AND STAFF IN THE EVENT OF AN ACTUAL CRISIS
- MONITORS THE INTERIOR & EXTERIOR OF THE SCHOOL BUILDING AND CAMPUS BEFORE, DURING AND AFTER SCHOOL TO ENSURE THE SAFETY AND WELFARE OF STUDENTS, STAFF, VOLUNTEERS AND VISITORS

PRIMARY DUTIES

- MONITOR AND SECURE EXTERIOR DOORS THROUGHOUT THE SCHOOL DAY
- PROVIDES CROWD CONTROL IN HALLWAYS, PARKING LOTS, CAFETERIA, PLAYGROUND AND/OR OTHER GATHERING SPACES AND INTERCEDES IN FIGHTS AND OTHER DISTURBANCES
- WATCHES FOR DISTURBANCES, FIGHTS, UNAUTHORIZED VISITORS AND/OR CRIMINAL ACTIVITY
- ACCESSES DANGER AND INTERVENES TO HALT OR PREVENT FIGHTS OR OTHER DISTURBANCES

L. Ha

<u>PRIMARY DUTIES</u>

HELP TO ENSURE ORDER IS RESTORED AND STUDENTS ARE UNHARMED

L. Ha

- ASSISTS BUILDING ADMINISTRATORS WITH STUDENT INCIDENCES, INCLUDING BUT LIMITED TO BULLYING, FIGHTS, THEFTS, WEAPONS, AND SUBSTANCE ABUSE
- MAY ASSIST DISTRICT ADMINISTRATORS WITH INVESTIGATIONS AS NEEDED
- MAINTAIN KNOWLEDGE WITH AND ENFORCEMENT OF STUDENT DISCIPLINE CODE

PRIMARY DUTIES

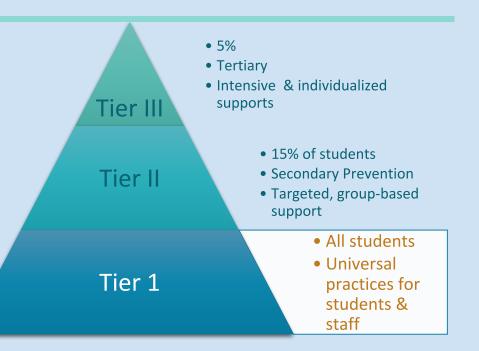
- COMMUNICATES WITH STUDENTS AND STAFF TO DISCUSS ALTERCATIONS, BEHAVIOR AND EXPECTATIONS
- ASSISTS SROS AND LOCAL AND STATE LAW ENFORCEMENT AGENCY WHEN REQUIRED
- ESCORTS STUDENTS TO AND FROM THE OFFICE FOR DISCIPLINARY REASONS AND ESCORTS UNAUTHORIZED PERSONNEL FROM THE SCHOOL CAMPUS AS NEEDED

CONSTABLE/SRO USE & SCHOOL CLIMATE

- MENTOR: positive role model for students
- TEACHER: member of the faculty and administration, drivers education, police interaction, law
- COUNSELOR: informal counseling of students and parents based on their law expertise.
- LIAISON works with other law enforcement officers and agencies and the community.

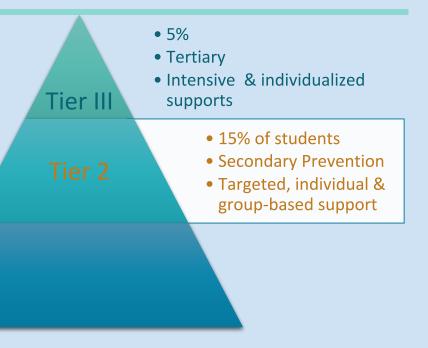
Tier 1 – Primary Prevention

- Universal practices include:
 - Reinforcing positive behavioral expectations
 - Establishing rapport with students
 - Leading classroom presentations with students and staff
- Incorporating SBLEs at Tier I establishes the officer as an active member in the school's prosocial community.



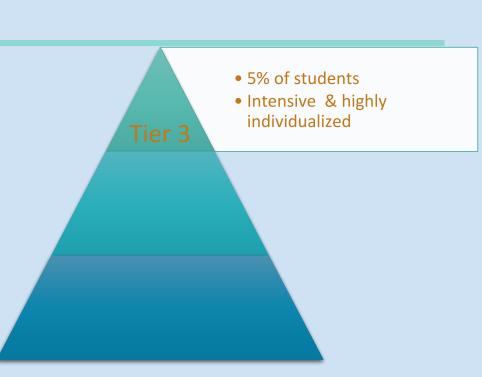
Tier 2 – Secondary Prevention

- Secondary supports:
 - Address behavioral needs not met through Tier 1 practices
 - More intensive and targeted toward students at risk for chronic behavioral needs.
 - May be led by instructional staff or student support staff.
 - Are individualized based on the needs of the student(s)
- SBLEs at Tier 2 may:
 - Refer students for additional supports
 - Participate in call out groups



Tier 3 – Tertiary Prevention

- Tertiary supports:
 - Are organized to reduce the frequency and intensity of problem behaviors
 - Address behaviors that are dangerous, disruptive, or otherwise impede learning.
 - Are individualized based on the needs of the student, and
 - Include a network of student stakeholders
- SBLEs at Tier 3 may:
 - Seek out or refer to additional outside supports for students (e.g., MH, CPS)
 - Provide de-escalation support
 - Disrupt referrals to juvenile justice system



Recommendations for School Stakeholders

- Establish regular, goal-driven communication with SBLE, including regular review of data relevant to goals and SBLE roles
- Include SBLE in PBIS teams for all tiers, but especially Tier 2 and Tier 3
- Consider SBLE as a resource for Tier 2 and Tier 3 supports:
 - Rules instruction activities;
 - Tier 2 Check In/Check Up/Check Out activities;
 - Inform SBLE on what students are receiving Tier 3 supports, and what those supports are, to the extent that it may affect the officers' interactions with student
- Tier 1 PBIS team develops activities to help all school staff understand roles of SBLE

Question and Answer Time

For more information Contact: Jeffery.hale@colonial.k12.de.us



How can your MTSS team work closely with your SRO/Constable in order to support school climate and student support across all three Tiers?

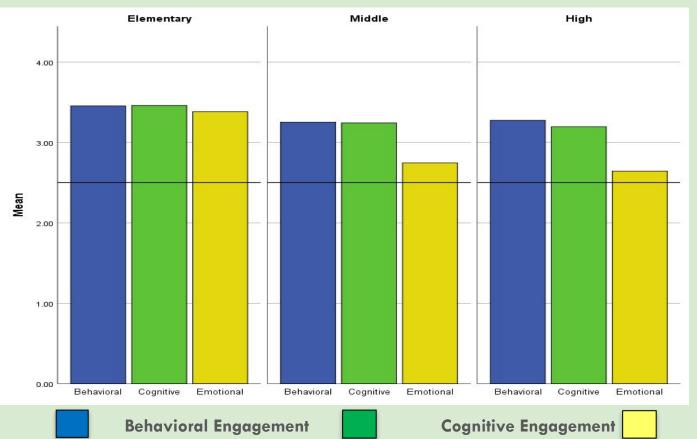
Topic 2: Sample Recognition Systems



What system do you use to

- help ensure there is reinforcement for students following your SW matrix OR
 - help teachers to reinforce their CW matrix?

Student Engagement Grade Level Differences: Student Survey



In middle school and high school, students tend to view themselves as being less emotionally engaged than in elementary school.

Overall, across grade levels students tend to perceive themselves as being engaged in school.

Emotional Engageme

Recognition Systems are a Way to Engage



Systems Should Reflect Evidence-Based Strategies for Effective Praise

- 1. Focus on providing feedback, rather than controlling student behavior.
- 2. Avoid teaching students that the most important reason to act responsibly is to earn rewards or to be praised (or to avoid punishment). <u>Link the behaviors to others underlying thoughts, emotions, and dispositions that support prosocial behavior</u>.
- 3. Highlight the student's <u>specific achievement or the skills and effort</u> demonstrated toward the achievement.
- 4. Highlight the <u>future value or usefulness</u> of the behavior (as well as related thoughts and emotions)
- 5. In general, try to provide <u>praise or acknowledgment shortly after the desired</u> <u>behavior</u> (or effort toward the behavior) has occurred.

DE-PBS Project: School Climate and Student Success Grant Teacher-Students Relationships Module <u>http://wh1.oet.udel.edu/</u> <u>pbs/online-modules/teacher-student-relationships/</u>

Systems Should Reflect Evidence-Based Strategies for Effective Praise

- Recognize and be sensitive to <u>developmental</u>, <u>cultural</u>, <u>and individual</u> <u>differences</u>.
- Encourage students to <u>self-evaluate and self-reinforce</u> their prosocial behavior and to take pride in their own behavior.
- 8. Encourage students to praise others!
- 9. Always be sincere and credible!
- 10. Use <u>variety and novelty</u>!

DE-PBS Project: School Climate and Student Success Grant Teacher-Students Relationships Module <u>http://wh1.oet.udel.edu/</u> <u>pbs/online-modules/teacher-student-relationships/</u>

Electronic Behavior Tracking Systems...



... Ensuring They are Recognition Systems



PBIS REWARDS

Skyline Middle School

PBIS REWARDS

What is it?



- An automated school-wide behavior management system
- Support student growth and acknowledgment of positive behaviors
- Reward with points instead of cards
- Easily plan and keep track of incentives



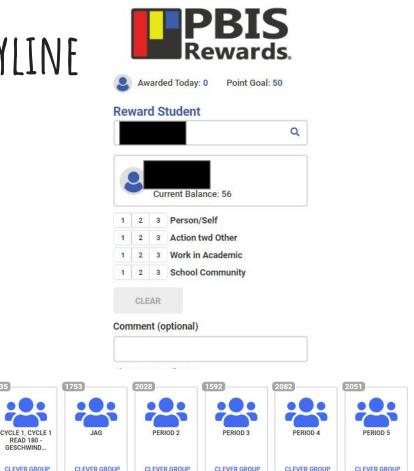
PBIS REWARDS...

- can be used with all grade levels
- can be utilized by all staff members
- does not require special equipment
- syncs with Clever
- generates a variety of different reports

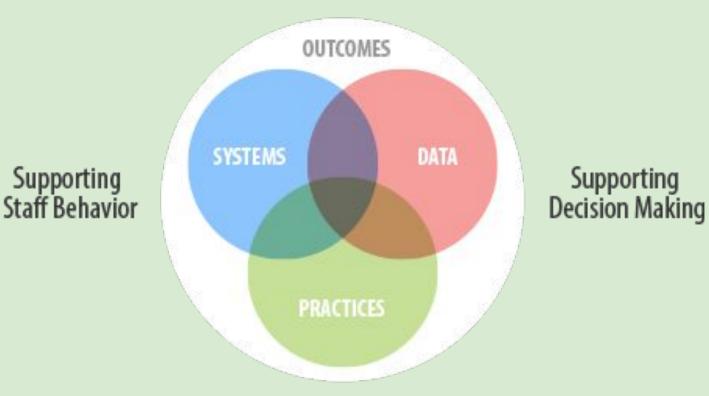


HOW PBIS REWARDS HAS HELPED SKYLINE

- We are able to easily distribute points to students demonstrating our positive behavior expectations
- Students are able to see how many points they have and know if they need to work on their behavior
- Students and staff can see upcoming incentive events and can easily sign up students

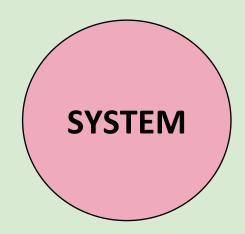


Supporting Social Competence & Academic Achievement

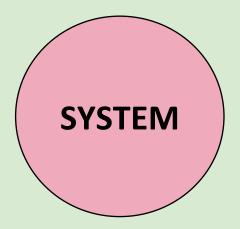


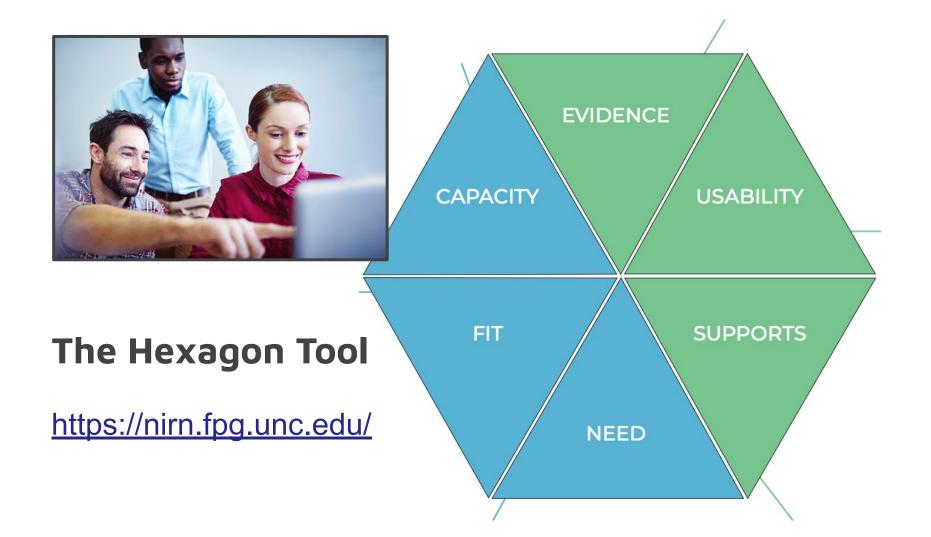
Supporting Student Behavior

- Examining the Match
 - Existing Mission and SW Expectations
 - Cultural Match



- Mechanisms for Implementation
 - Technological Resources are Available
 - Organization for Tracking Use Exist
 - $\circ~$ Funds are Available for the Investment





Sample Estimates for PBIS Rewards

School Size (# of students)	Estimated cost for Base Features = \$500 Yr	Student Fee \$1.75 each	ANNUAL COST ESTIMATE
50	\$500 Yr	\$ O	\$500
250	\$500 Yr	\$437.50	\$1000
500	\$500 Yr	\$775	\$1300
1000	\$500 Yr	\$1750	\$2300
2500	\$500 Yr	\$4375	\$4900

- Mechanisms for Roll-Out
 - Introduction to System
 - Building Consensus/Buy-In
 - Training for Staff, Students,
 Families
 - Teacher Support Methods

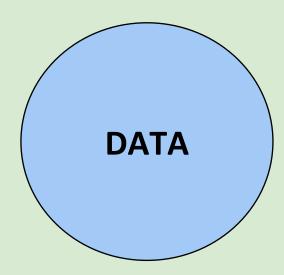


- Private data may be used for public shaming
- Socioeconomic limitations may inhibit intended parental engagement
- School psychologists should be a part of how the tool and data is used



(McCreery & Rimel, 2017)

- Existing data determines need
- Data collected sets priorities
 - Global
 - For fluency of use
 - For equity of use
 - Specific, for example:
 - By behavior
 - By grade/class



Reflecting on Your Electronic Systems DATA PRACTICE ADVICE... OR **SYSTEM LESSONS** LEARNED...

There are Many Ways to Engage In Recognition



DE-PBS Tools to Help:

ТҮРЕ	WHAT	WHEN	WHERE	WHO
Immediate/High Frequency In the moment, predictable (e.g., Gotchas, Paws, High Fives)	KIDS: ADULTS:	High frequency for a short time when first teaching desired behavior or re-teaching identified problem behavior from data		ALL KIDS, ALL STAFF
Activities that build staff and student relationships while recognizing good behavior	KIDS: ADULTS:			ALL KIDS, ALL STAFF
Promoting positive contacts home	KIDS: ADULTS:			ALL FAMILIES
Staff Acknowledgements	KIDS: ADULTS:			ALL STAFF
Redemption of High Frequency (e.g., school store, drawings)	KIDS: ADULTS:	At least monthly		ALL KIDS. ALL STAFF
Intermittent/Unpredictable (e.g., surprise homework completion treat, random use of gotchas in hallway)	KIDS: ADULTS:	Maintaining a taught behavior (fading)		ALL KIDS, ALL STAFF
Long-term School-wide Celebrations (school-wide not individually based) FOR: Ex: ODR reduction, school-wide target met for certain setting/behavior area ACTIVITY: (e.g., ice cream social, dance, game day)	BOTH TOGETHER:	At least quarterly		ALL KIDS, ALL STAFF

Recognition Matrix

ТҮРЕ	WHAT	WHEN	WHERE	wнo	
Immediate/High Frequency In the moment, predictable	KIDS: RAP Cards	• RAP passport – first 2 days of school	Passport rotation – all locations	ALL KIDS, ALL STAFF	
		• Week1 1-2 of the quarter (Leadership Team decides focus)	Classrooms, Hallways, Bus		
		• Weeks 3-9: Departments decide on rotating schedule	Classroom and TBD		
		• Mid-Year Refresh week	Top 3 locations for ODRs		
		• Semester 2 – TBD at Dec. Leadership Mtg. and review of ODR data	TBD		
Activities that build staff and student relationships while recognizing good behavior	KIDS & ADULTS: Service Learning Project – blankets and rock socks	 During Advisory, after lessons regarding disability and food insecurity awareness 	In paired advisory rooms – blankets for AI; In designated locations – put together food kits	ALL KIDS, ALL STAFF	
Promoting positive contacts home ADULTS: RAP Cards to HR student families				ALL FAMILIES	
Staff Acknowledgements	KIDS: Shout-Out Cards	• Available daily, monthly homeroom	Cafeteria box and homeroom	ALL STAFF	
	ADULTS: RAP Staff-Staff	Available daily, 2x/month handout – admin reminders every Friday	Cards in mail room, copy room, online form		
Redemption of High Frequency KIDS: Hallway Carts ADULTS: Drawing from Student cards		• Weekly cart (need to develop schedule)	Per floor	ALL KIDS. ALL STAFF	
Intermittent/Unpredictable KIDS & ADULTS: TBD		 Second Semester – TBD by Dec Leadership Team and ODR data and climate surveying 	TBD	ALL KIDS, ALL STAFF	
Long-term School-wide Celebrations (school-wide not individually based)	BOTH TOGETHER: Quarter Got RAP Showcase (Data and talent sharing)	• Quarterly	Q2 and Q4: All School Gymnasium (In-person) Q1 and Q3: Grade-level Auditorium	<u>ALL KIDS</u> , ALL STAFF	

Topic 2: Sample Recognition Systems



What system do you use to

- help ensure there is reinforcement for students following your SW matrix OR
 - help teachers to reinforce their CW matrix?

Topic 3: A Proactive Strategy to Prevent Disruptions by Cell Phones



What tips, strategies and/or resources can you share about addressing disruptive cell phone use in a school?

Guest Presentation by PS DuPont Middle School

Delethia McIntire, Principal Eryn Smith, Acting Assistant Principal -Tier 1 Admin. Sabrina Fitzhugh - Teacher - PBS Co-Facilitator Adrienne Stansbury - PBS Co-Facilitator Angelina Corrado - PBS Team Member

Demographic Data as of 9/30/19

Total Enrollment 880



Programs: AVID, Gifted Specialized Programs



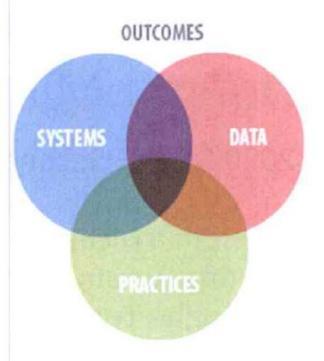
Race/Ethnicity	20000
American Indian or Alaska	1.48%
Native	
Asian American	6.02%
Black or African American	51.48%
Hispanic or Latino	8.30%
Multi-Racial	2.61%
Native Hawalian or Other	0.11%
Pacific Islander	
White or Caucasian	30.00%
Residence	
Foster Care	
Homeless	0.57%
Migrant	Cint.
Military Family	1.15
Other Characteristics	
English Learners	2.73%
Low Income	32.73%
Students with Disabilities	17.73%

We use the PBS/PBIS Framework

Supporting Staff Behavior



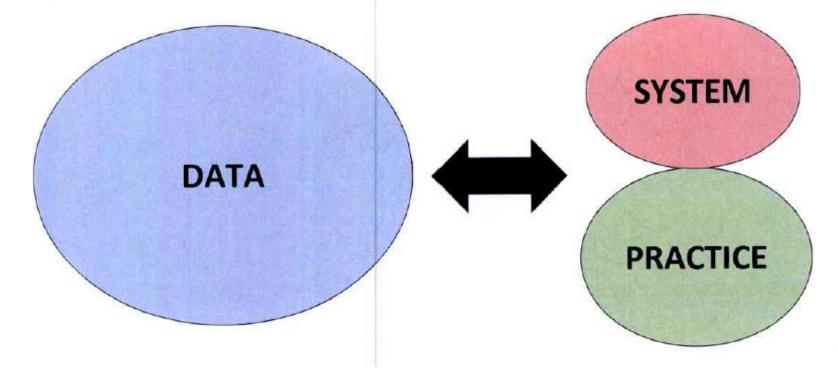
Supporting Social Competence & Academic Achievement



Supporting Student Behavior

Supporting Decision Making

We **evaluate data** to determine which systems and practices are working well, and to identify any areas that need tweaking



The PS Administrative Team, School Leadership Team, PBS Team, and Focus Team were key in analyzing and discussing what the data revealed

Student Data

hool

319 - Student Version

Table 5b. Social and Emotional Competencies: Average Item Scores for All Grades Combined in Pierre S. duPont Middle School

Responsible Decision- Making	Social	Self- Mangaaerment	Relationship Skills	fotal Scale 3.36	
3.42	3.41	3.26	3.34		
1.52	test	1.14	1.4)	3.47	
1.3.5	3.24	3.20	3.11	3.27	
1.29	1.22	3.10	5.13	3.18	
3.743	1.04	1.149	5.6.8	3.54	
1.29	9.24	3.049	3.13	3.19	
6.28	2.91	3.25	3.00	3.11	
154	8.54)	1.148	() =1	3.45	
1.543	1.22	0.00	3.25	3.26	

1.11



Staff Data

Table 15 School Climate: Average Item Scores for All Positions Combined in Pierre S. duPont Middle School

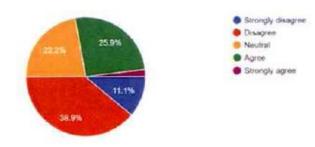
Subscale	2016-2017	2017-2018	2018-2019		
Teacher-Student Relations	3.15	3.28	3.22		
Student-Student Relations	2.42	2.69	2.63		
Student Engagement School-Wide	2.49	2.69	2.60		
Ciarity of Expectations	2.63	3.07	2.90		
Faimess of Rules	2.84	3.11	2.99		
School Safety	2.17	2.78	2.72		
Bullying School-Wide*	2.94	2.71	2.70		
Teacher-Home Communications	3.01	3.11	3.05		



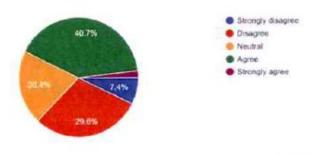
Staff Data

Highlights from Staff Responses to an End of Year Survey-54/87 Staff Members Responded (62%)

 As a staff, we follow through on things we commit to. (For instance, we follow through on our discipline policy and teach our curriculum with fidelity).
 54 responses



10. As a school, we actively promote shared values. 54 responses



15. What are the most important issues facing the school?

46 responses

Supporting students who are dealing with various barriers in their homelife.

Poverty!

The lack of discipline and respect for authority among the student body

Discipline and respect.

Cell phone use

Staff Relations

Building a culture that we all will bye into.

Behavior in the school.

Discipline with students causing issues in and out of the classroom.

Behavior concerns. Consistency with dealing with inappropriate behavior. Dealing with high flyers so they are not constantly disrupting classes and classrooms.



Analyzing our data also helped us identify what was **NOT** going as well - The PBS framework helped us drill down to root causes and problems with systems & practices

Surveys & End of Year Staff Feedback and PD
 PBS Climate Data

•Summer Meetings with Teams

- During TEAM Summer Work (Gallery Walks)
- Group Identified TOP THREE (3) Areas to Address
- Committees were formed to address each area
 - Use of Cell Phones Adversely Impacting Climate
 - Inappropriate Use of Cell Phones (defiance)
 - Increased Bathroom and Hallway Infractions
 - Distraction to Learning Environment

Code of Conduct POLICY

Committee reviewed the BSD Cell Phone Policy - *allowed use during the day for educational purposes*

Unauthorized use of Cell Phones and All Other Electronic Devices



Students are not permitted to use cell phones/electronic devices during the school day unless it is being expressly used in the BYOT (Bring Your Own Technology) or the one-to-one computing initiative. Cell phones/electronic devices must be turned off and put away during the school day and anytime the student is on the school bus.

Cell Phone Group discussed what we wanted to see happen???

- Leadership recommended consideration of "Lock Boxes" in each classroom [CA example shared and considered]
- Explored costs: \$169.00 per class, 3 boxes needed for larger classes (Gym, Music) approx. \$13,000.00 needed for this option
- Principal determined lock boxes not feasible, not within budget
- Outcome desired was NOT to permit students to carry cell phones
- Summer meetings used to explore more options

Step 1: We Considered Viable Options (Summer Work)

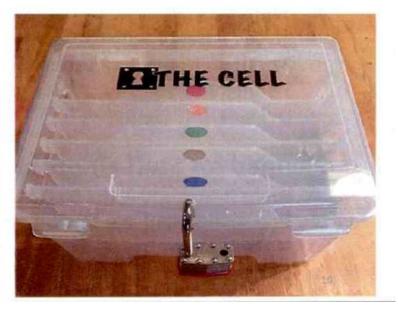
https://www.npr.org/2018/01/11/577101803/a-schools-way-to-fight-phones-in-class-lock-em-up



PRACTICE



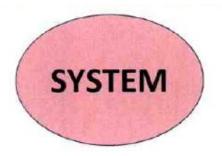




Considered 'What if' scenarios & poss' push back from stakeholders

- What if a student needs phone to contact parent for after school practice info?
- What if a parent WANTS student to carry a phone for emergencies?
- What if the student doesn't have a lock for his/her locker?
- What about using cell phone as part of BYOT?
- What if phone is taken, misplaced, or damaged? Who is liable?

PRACTICE



Step 2: Mapping out the logistics Administrative Team's Role

2019-2020 - Admin. Team decided to implement NO CELL PHONE policy

Planned Parent Notifications -

- Summer Orientation Meetings 6th Gr. and 7th & 8th Gr. (Aug)
- Invited Parent Feedback before school started (Aug, Sept,)
- Parent Welcome Back Letter Shared policy again (Aug)
- Summer Building Tours (Aug)
- OPEN HOUSE (Sept)

Planned for Staff Orientation

- Team strategized with PBS & Leadership on staff roll out
- Determined staff and student supports and resources needed to implement
- o Shared plan with staff during Summer Retreat Invited staff input before finalizing
- Utilized motto: ALL-IN All staff needed to support the new policy NO EXCEPTIONS 12

Step 3: Mapping out the logistics **PBS Team's Role**

- Used data to plan for stakeholder buy-in
- Used Summer Staff Retreat to share outcomes of summer work
- Worked with Admin & Leadership Teams to consider best ways to collect staff input and ongoing feedback
- Used remainder of summer meetings to ensure new policy aligned with all school and district goals
- Planned Student Roll-Out and ongoing messaging
- Used School Start Up PD to share details & resources (Aug)
- Utilized first two days of school & mid-year assembly to share & review PBS Matrix, new Cell Phone Policy and policies



Our response to address the What If's

- Principal allocated funds to purchase EXTRA locks so that ALL students could maintain responsibility for their cell phones by securing phones in lockers upon entering the building each day
 - School would provide locks for students (if applicable) to keep phones secure in individual student lockers
 - Students would not carry cell phones on their person
 - Students could not use cell phones during the school day; could use school phones if applicable/as needed

More on Provision of Locks



- Students can now secure cell phones in lockers upon entering building
- School ordered & paid for 100 programmable locks in consult with building Chief
- Students were given programmable locks as needed/if requested
- Chief can re-program for use in subsequent year(s); limiting cutting off and destroying locks

What If's -continued

- Purchased additional technology to remove need for BYOT [Bring Your Own Technology]
- Students could choose to leave cell phones with a trusted staff member in lieu of leaving in lockers i.e. Homeroom Teacher, Support Staff, Grade Level Administrator
- Daily Reminders on AM Announcements, Posted Signs in Classrooms, Hallways, and Common Areas [#ALLIN]
- Posted research of negative outcomes for having cell phones & using during school day
- Planned Phone Sweeps (prior to trips, testing) using honor system

PRACTICE

Step 4: Finalized School Wide Roll-Out of new Cell Phone Policy (August 2019)

2019-2020 - PBS finalized & planned staff orientation around policy details & student promotion/adoption

- Courageous Conversations planned by PBS & held with staff
 - During Staff Retreat
 - During Welcome Back Staff PD Peer Sharing
 - During Faculty Meetings #ALLIN Colleagues Sharing
 - During PBS Team Meetings I
- Orientation of New Staff and New Students (Sept-Nov)
 - o Counselors shared PBS Matrix and Policy with Students
 - PBS Facilitators shared Matrix and Policy with New Staff

What this policy looks like **NOW** in our classrooms:

- Students secure cell phones in lockers upon entering building
- Phones are to be kept OFF and put AWAY for the entire school day

PRACTICE

- Students may retrieve and use phone after the dismissal bell
- Students are permitted to use phones in classrooms or main office if needed



Step 5 SPREADING the news.... Communication with Other Stakeholders

- Included info in Parent/Student Welcome Back Letter
- Policy Information Posted on Website
- Signs Posted in main office & throughout building
- Shared Policy with PTA summer meeting with Board
- Parent Newsletter 'Quick Notes for Families'
- Parent Email Blasts
- Reminders included in Field Trip Information
- Shared with Community Partners during summer meetings and back to school events via flyers

Step 6: Other related schoolwide changes:

Bathroom/Locker Policy Changes

Developed by PBS committee to ensure that students would not have access to their cell phones throughout the day

Benefits:

- Hallway (more students in class, increased instruction & engagement)
- Locker use only during transition times
- Teacher center (supplies, paper, pencils etc, extra copies, books, packets)
- Bathroom (less time out of the room; no 'meeting up' with friends)
- Time Management (Increased student responsibility and empowerment)

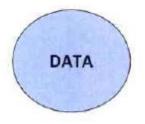
Staff Feedback.....

DATA

What are staff are saying in the Winter of 2020:

The decrease in disruptions during classroom instruction due to cell phones has been astounding. The decrease in classroom issues, drama between students, has also been apparent....The students are not distracted by social media, phone calls, and text messages. There is no battle to put the device away and there is no inconsistencies among staff regarding the "handling" of these situations. There is a united front and the students see that.

The number of interruptions due to "dings" or various other cell phone sounds has gone from 3-4 per class to NONE! That is huge, because often the sounds lead to further disruptions as students often would often laugh or call out when that used to occur.



Students and Parents Feedback

"I know that you guys mean well by having us put our phones away because students usually have their phones out too much during the day" ~ 6th Grade Student

"There is less drama and we are more engaged in the classroom because we don't have to worry about the drama" ~ 8th Grade Student

"I LOVE the new cell phone policy so much!! Sign me up to be a volunteer cellphone hall monitor...." "Parent Quote

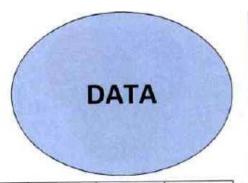
Identifying "Unauthorized Use of Cell Phones" has become more exact

Unauthorized use of Cell Phone

DATA

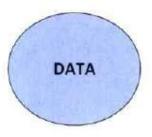
MONTH	2018-19	2019-20
Sept	1	5
Oct	1	5
Nov	1	3
Dec	3	2
Jan	13	1
Feb	4	
Mar	11	
Apr	4	
May	16	
June	5	2

Referral Data



Comparison	of	Average	number	of	referrals	per	dav	per	month	
Companson	01	Avelage	number	01	101011010	Post.		P. 4.		

	August	September	October	November	December	January	February	March	April	May	June
2016-2017	0.00	8.63	19.12	20.38	16.11	16.11	19.05	22.52	18.71	18.82	2.86
2017-2018	0.75	4.76	8.75	7.60	8.63	8.63	11.42	15.12	14.00	15.59	2.80
2018-2019	0.00	3.33	10.95	15.79	20.30	20.30	20.31	19.76	20.07	21.00	
2019-2020	0.00	6.53	12.95	18.14	15.67	14.11	0.00	0.00	0.00	0.00	0.00



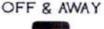
Although correlation does not imply causation, we believe other behaviors seem to be impacted, too...

2019-2020 - Ways the policy has IMPROVED our climate & culture

- Considerable reduction (almost elimination) of students meeting in bathrooms based on shared texts/shared 'alerts'
- Less classroom distractions as shared by teacher feedback
- Reports of climate 'feeling' significantly better, more calm, smoother transitions
- Student compliance with "Turn it in to your Homeroom Teacher or Trusted Adult"
- Less student DRAMA at school as reported by students and parents



Challenges, Next Steps and Lessons Learned:





Challenges

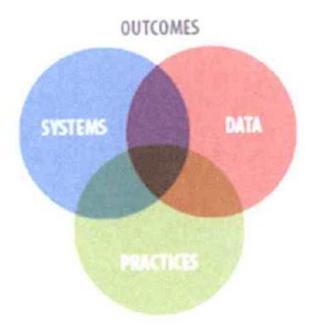
- 1. Determining best data collection & monitoring methods
- 2. Subs and other non-teaching staff using phones in class
- 3. Choosing people to orient new staff B. Plan for Summer Work:
- 4. Out of school SOCIAL MEDIA devices
 - student 'sharing'; over breaks
- 5. New Device i.e Apple Watch

Next Steps

- A. Continue using Climate Surveys & Data to determine effectiveness of policies and practices implemented
 - consider impact of new

& 2019-20 outcomes v. desired/expected outcomes

DE-PBS Staff Remarks:



Question and Answer Time

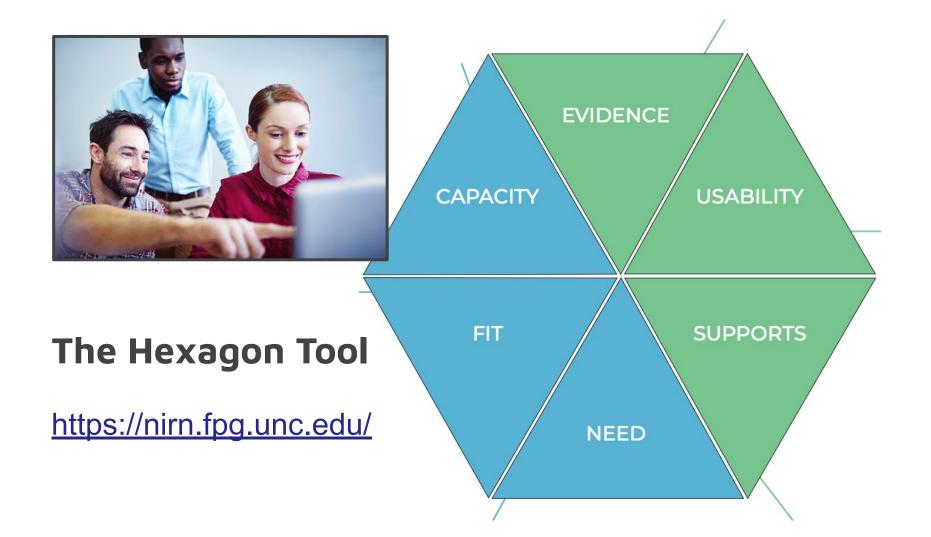


For more information about this cell phone practice, please contact:

Mrs. Sabrina Fitzhugh (PBS Co-Facilitator)

Sabrina.Fitzhugh@bsd.k12.de.us

Mrs. Adrienne Stansbury (PBS Co-Facilitator) Adrienne.Stansbury@bsd.k12.de.us



Topic 3: A Proactive Strategy to Prevent Disruptions by Cell Phones



What tips, strategies and/or resources can you share about addressing disruptive cell phone use in a school?

Break



Student Voices in Your MTSS-B

How have you or do you plan to have students provide feedback related to your Delaware School Climate Survey and/or End-of-Year ODR and suspension data?







What is Student Voice?



"Student voice is defined as a collective decision-making process "in which youth have opportunities to share in the school decisions that shape their lives and the lives of their peers.""

(Mitra, Serriere, & Kirshner, 2013, p. 294).

Why consider student voices?

"Adolescents have a developmental need to play an active role in their own lives, students who are included in decision-making and implementation are more likely to accept and participate in the initiative."

(Mager & Nowak, 2012; Mitra, Serriere, & Kirshner, 2013).

Why consider student voices?

Research has shown the inclusion of students in the process of school change has resulted in:

- Improvements in social emotional development (i.e. life-skills, self-esteem, social skills, building relationships, leadership, and problem solving skills) (Bradshaw, et al., 2014)
- Better school attendance, climate, school connectedness and school pride. (Mager & Nowak, 2012; Mitra, 2004)

Considering student voices is culturally responsive!

"...partnerships provide opportunities for student, family, and community voices to be heard and have their histories and experiences represented in the school setting. Connections to the school are authentic and collaborative when teams actively seek student, family, and community voice. It is critical that teams engage families, students, and community members that are representative of the schools' demographics and any underserved populations."

https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches

Subscale	Tiered Fidelity Inventory: Tier I Features							
Teams	 1.1 Team Composition: Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation. PBIS Big Idea: Effective PBIS teams are knowledgeable, representative of stakeholders, and have administrative authority. ISF Big Idea: Community Partners, including family representatives, can provide an expanded view/context of how the students' lives outside of school are to be considered and can enhance the Tier 1 Team's ability to promote healthy social emotional functioning for ALL students. 							
ISF Enhancement	ISF leadership teams include community employed and school employed staff with mental health expertise. ISF leadership teams include community employed and school employed staff with mental health expertise. Include families and students as active leaders. Community partners' roles at Tier 1 are clearly defined through a memorandum of understanding (MOU).							
	https://www.pbis.org/resource/isf-action-planning-companion-guide-to-swpbis-tfi							

Subscale	Tiered Fidelity Inventory: Tier I Features							
	<u>1.4 Teaching Expectations</u> : Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.							
Implementation	 <u>PBIS Big Idea</u>: Active and explicit teaching of school-wide expectations clarifies concepts for students and adults, allows for practice and performance feedback, and reduces misunderstandings regarding what is appropriate at school. <u>ISF Big Idea:</u> A review of both community and school data, supported by family input, leads to the selection of school-wide social emotional instruction that promotes overall wellness for all students. 							
ISF Enhancements	Team uses community data and student and family perception data/focus groups to inform development of student expectations as well as staff expectations for the teaching matrix. Staff expectation should explicitly s how staff support ALL students develop social emotional skills							
	Social emotional instruction has an evidence base and is implemented with fidelity for all students <u>https://www.pbis.org/resource/isf-action-planning-companion-guide-to-swpbis-tfi</u>							

Subscale	Tiered Fidelity Inventory: Tier I Features							
	<u>1.3 Behavioral Expectations</u>: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (e.g., school teaching matrix) defined and in place.							
Implementation	 <u>PBIS Big Idea:</u> School-wide expectations are a brief, memorable set of positively-stated expectations that create a school culture that is clear, positive, and consistent. <u>ISF Big Idea:</u> School-wide expectations foster skill building, positive relationships, and focus on teaching social and 							
	emotional competencies.							
	Families, students and community participate in development of the expectations							
ISF Enhancements	All elements of the social emotional curriculum including community enhancements are linked the behavioral expectations https://www.pbis.org/resource/isf-action-planning-companion-guide-to-swpbis-tfi							

Subscale	Tiered Fidelity Inventory: Tier I Features					
	<u>1.5 Problem Behavior Definitions</u> School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.					
Implementation	 <u>PBIS Big Idea</u>: Explicit definitions of acceptable versus unacceptable behavior provides clarity to both students and staff and is a critical component of identifying clear procedures for staff to respond to inappropriate behavior objectively. <u>ISF Big Idea</u>: Community, family/student input to the definitions of acceptable vs unacceptable behaviors expands the view of behavioral definitions and increases likelihood of cultural relevancy and student engagement. 					
ISF Enhancements	The school team develops a clearly documented and predictable system for managing disruptive behavior that represent community family/student values and culture. Referral procedures include ways to track students leaving their instructional environment (e.g., visits to the nurse or school counselor) so the needs of youth with internalizing as well as externalizing challenges inform the behavior definition process. https://www.pbis.org/resource/isf-action-planning-companion-guide-to-swpbis-tfi					

Subscale	Tiered Fidelity Inventory: Tier I Features
	<u>1.11 Student/Family/Community Involvement:</u> Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.
Implementation	
	PBIS Big Idea : Engaging stakeholders enhances the contextual fit of SWPBIS systems and may increase consistency across school and other settings.
	ISF Big Idea: Having : Family and community members as full and active team members expands the opportunities for cultural relevance and improved implementation.
	Family and community members actively participate on the District and Community Leadership Team, as well as the
ISF Enhancements	building level Tier I systems team.
	Family and community member perspectives on the components of ISF Implementation are solicited at least annually through a variety of methods. https://www.pbis.org/resource/isf-action-planning-companion-guide-to-swpbis-tfi

Barriers and Solutions

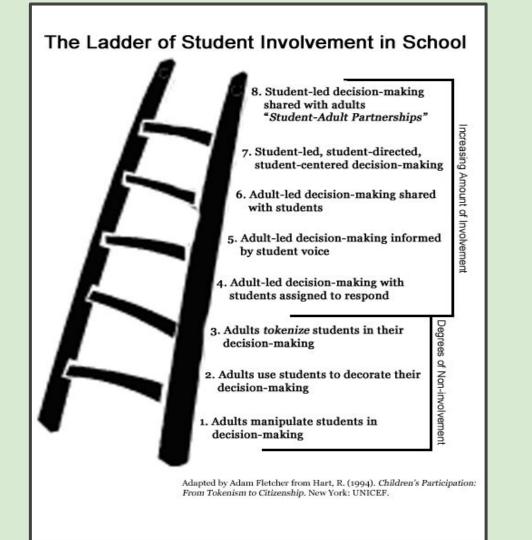
Barriers:

- 1. Time
- Identification of students to engage in the work
- Gaining input from variety and majority of students

Solutions:

- Involve students during lunch, elective PBIS Leadership course, before or after school PBIS Leadership club
- 2. Staff recommendations, student volunteers
- 3. Surveys to get majority voice





Ladder of Student Involvement Handout

Ladder of Student Involvement: Examples

Degree of Participation (Rung 4): Students Informed and Assigned

- A club or class is assigned a bulletin board on campus to decorate as part of a competition to highlight the PBIS expectations
- PBIS team identifies a need for a video displaying examples and non-examples of the expectations in the hallway and the drama club is given the task for developing the video
- Students provide tours of the school for guests. They discuss curriculum, program, PBIS implementation (behavior expectations, PBIS school store, reward system, behavior matrices, etc.)

Degree of Participation (Rung 5): Students Informed and Consulted

Adults on the PBIS team ask students what they would like to earn for their tickets, students
provide suggestions. Possible ideas: location of the student of the month parking spot, the types
of food students wanted, name your own gift card, candy bars, extra graduation tickets, tickets
to sports events, yearbooks, tickets to proms/homecoming, etc.

Degree of Participation (Rung 6): Adult Initiated, Shared Decisions with Students

- Student team reviews school-wide data, develops an anonymous survey based on data, then uses survey results to identify possible environmental changes to address root causes of issues (i.e., absences, tardies)
- Student PBIS team develops the definitions of school-wide expectations and ways to teach the new definitions (i.e. lesson plans, skits, songs, multi-media products)

Exhibit 31

The Ladder of Student Involvement Assesses the Level of Student Engageme

8	Student-Led Decision Making Shared with AdultsProjects, classes, or activities are initiated by student adults. These projects empower students while at the experience and expertise of adults								
7	Student-Led, Student-Directed, Student-Centered Decision Making Students initi only in a sup						a project	, clas	ss, o
6				ects, classes, or activities are init ents involved					
5	Adult-Led Decision Making Informed by Students' Voices			Students give advice on proje students are informed about h made by adults					
4	Adult-Led Decision Making with Students Assigned to Respond				Students are assigned are being involved				
3	Tokenism				Students appear what they do or				
2	Decoration							ad	uder ults e def
1	Manipulation								Ac

Student Voices at McKean High School

Jessica Kradjel Tier 1 Team Leader



Importance of Student Voice

- We are shaping young adults.
- We want student buy-in.
- We want our programming to feel valuable.
- We hope to improve school reputation/climate.



Evolution of Student Voices Advisory

YEAR 1

- Began in April 2018
- Led by classroom teacher
- Asked for staff nominations
- Students discussed different topic each week:
 - Acknowledgements
 - Expectations
 - Consequences
 - Student-Teacher Relations
 - Student-Student Relations

YEAR 2

- Began September 2018
- Led by classroom teacher
- Small group of students assigned
- Discussed topics that might be important to student body
- Pushed into other advisories to lead discussions on these topics
- Some sessions included administrator, We A.R.E. McKean leadership

This year! – Student Voices Advisory

- Began at start of school year
- Led by classroom teacher
- Students assigned to advisory
- Discussed biggest areas of concern/interest to student body
- Decided to develop a survey to administer to all students with focus on McKean



What's going on right now??

- Student Voices
 Advisory is
 developing survey
 questions!
- Derived from topics of interest to the students
- Multiple-choice format
- Google Form

Topics

- **1.** Hallway: Behavior during transitions
- **2. Bathroom:** Behavior & Cleanliness
- **3.** Cafeteria: Behavior & Cleanliness
- 4. Dress Code: Clear rules & Consistent follow-through
- 5. Staff Behavior: Modeling the expectations
- 6. Highlander Highlights: Effectiveness
 - . Bullying: Solutions

Next Steps



STUDENT VOICES ADVISORY

TIER 1 TEAM

- Review data
- Analyze trends
- Come up with most important areas to discuss
- Meet with administration & Tier 1 Leadership

- Meet with Student Voices Advisory
- Meet with admin as necessary
- Action plan around using feedback to revise programming:
 - Highlander Highlights
 - Schoolwide Expectations
 - Acknowledgements
 - **Student Decision-Making**

What have we learned?

SUCCESSES

- Some students feel heard!
- We are teaching students to look at things objectively!
- We are letting them know that their voices matter!
- We are admitting to ourselves that we need to involve students to create good programming!

STRESSES

- How do we take student feedback and turn it into action?
- How do we facilitate open, meaningful conversation with teenagers?
- How do we get students to care about what <u>we</u> want them to care about?





Student Voices in Your MTSS-B



How have you or do you plan to have students provide feedback related to your Delaware School Climate Survey and/or End-of-Year ODR and suspension data?



Topic 5: Implementing CBITS: A Tier 2 mental health intervention after trauma



How are your trauma-informed practices being embedded in your Tier 1 and Tier 2/3 team discussions?



Cognitive Behavior Intervention for Trauma in Schools

Guest Presentation by Kiera McGillivray, CBITS/BB Program Manager, Licensed Marriage and Family Therapist – Children & Families First

CBITS in Trauma Informed Schools

Kiera McGillivray CBITS/BB Program Manager, Licensed Marriage and Family Therapist

Children & Families First

Cognitive Behavioral Intervention for Trauma in Schools (CBITS)

- School-based group and individual intervention
 - K-5 Bounce Back
 - ► 6-12 CBITS
- Designed to reduce symptoms of posttraumatic stress disorder (PTSD), depression, and behavioral problems, and to improve functioning, grades and attendance, peer and parent support, and coping skills
- Elements of the CBITS Program
 - Assessment
 - Group Sessions
 - Individual Sessions
 - Parent Workshop
 - Teacher Training

Group Session Overview

- Identification of common reactions to trauma
- How trauma and stress impacts our thoughts, feelings, and behaviors
- Introduction to relaxation and mindfulness exercises to combat anxiety
- Examining negative, maladaptive thoughts to generate more positive, accurate, and flexible ways of interpreting problems
- Real-life exposure to trauma-related events and situations
- Social problem-solving to help students cope with problems with friends and family members

What is Trauma?

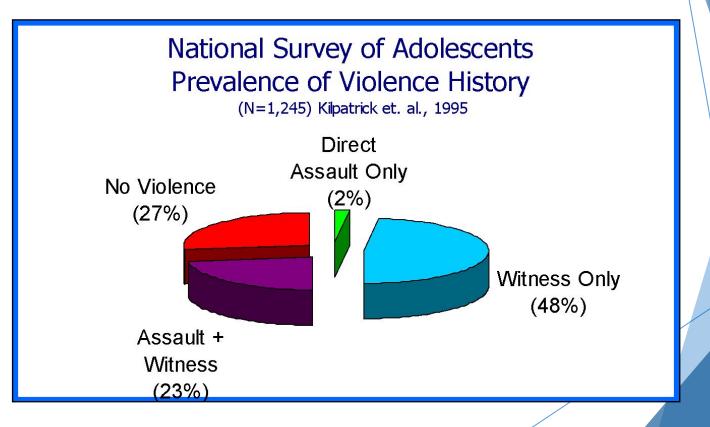
Trauma is an event that overwhelms our central nervous system, altering the way we normally process memories. It impacts the way we feel, what we think, and how we respond.



Why Implement a Program for Students with Trauma?

- More and more youth are experiencing traumatic events
 - Community violence
 - Natural and technological disasters
 - Terrorism
 - Family and interpersonal violence
- Most youth with mental health needs do not seek treatment
- 25-50% of kids have been exposed to 1 or more traumas (The Regents of the University of CA, 2015)

Why Implement a Program for Students with Trauma?



Why Implement a Program for Students with Trauma?

One night several years ago, I saw men shooting at each other, people running to hide. I was scared and I thought I was going to die. After this happened, I started to have nightmares. I felt scared all the time. I couldn't concentrate in class like before. I had thoughts that something bad could happen to me. I started to get in a lot of fights at school and with my siblings.

Martin, 6th grader

Consequences of Trauma Exposure

- Nightmares or Trouble Sleeping
 - Classroom manifestations: fatigue, sleepiness during the day
- Avoiding Reminders (People, Places, or Things)
 - Classroom manifestations: resistance to activities or places, absenteeism
- Feeling Scared for "No Reason"
 - Classroom manifestations: becoming upset easily
- Trouble Concentrating
 - Classroom manifestations: concentration problems, not finishing activities/homework,

Consequences of Trauma Exposure

- Feeling Angry
 - Classroom manifestations: increased fights with peers, being oppositional
- Feeling Shame/Guilt
 - Classroom manifestations: withdrawal from peers, poor eye-contact, negative self-statements
- Feeling Sadness/Grief/Loss
 - Classroom manifestations: tearfulness, clinging to caregivers or teachers, withdrawal from peers
- Physical Health Problems/Complaints
 - Classroom manifestations: more trips to school nurse, stomachaches, headaches, absenteeism

Trauma Impacts Academic Achievement

- Decreased IQ and reading ability (Delaney-Black et al., 2003)
- Lower grade point average (Hurt et al., 2001)
- School absence (Hurt et al., 2001)
- Decreased rates of high school graduation (Grogger, 1997)
- Increased expulsions and suspensions (LAUSD Survery)



Why Bring Treatment to Schools?

- Kids are already in schools (removes obstacles such as transportation, stigma, etc.)
- CBIT in school setting:
 - Feasible
 - Amenable to group structure
 - Focus on building skills
 - Empowering
- Meeting the Needs of the Whole Child
- Creating a Safe and Nurturing Environment



Project DelAWARE and CBITS

- Indian River School District
 - Long Neck Elementary
 - Millsboro Middle
 - Sussex Central High
- Capital School District
 - William Henry Middle
 - Central Middle
 - Dover High
- Colonial School District
 - Wilbur Elementary
 - William Penn High

Other Opportunities for CBITS and Bounce Back Programming

- All three counties
- Elementary, middle, and high school availability
- Need a point of contact to begin consent and screening process
- Free to school, students, and families
- 69% of students see a decrease in PTSD symptoms

Additional References and Resources

- LAUSD/UCLA/RAND Trauma Services
 Adaptation Center for School and Communities
- National Child Traumatic Stress Network (NCTSN) School Committee

Barriers and Challenges to Tier 2 & Tier 3 Interventions



- Planning/Scheduling the Intervention
- Using Evidence-Based Practices
- Checking Fidelity
- Progress Monitoring
- Completion of Intervention How do you know?

Topic 5: Implementing CBITS: A Tier 2 mental health intervention after trauma



How are your trauma-informed practices being embedded in your Tier 1 and Tier 2/3 team discussions?

Topic 6: Self Care for Educators

How do you define self-care?

OR

What are your self-care strategies and resources for staff, students and families?



Guest Presentation by William Penn High School: Self Care for Educators

Christina MacKerchar, District MTSS Coach and Meghan Covert, Restorative Practices Coach

William Penn High School Demographics

- 2,271 Students 9-12
- 46% Black or African American
- 24% White or Caucasian
- 24% Hispanic or Latino
- 3% Asian
- 3% Multi-Racial

- 100% Free Breakfast and Lunch
- 20% Students with Disabilities
- 9% English Language Learners
- 30% Low Income
- 2% Homeless
- 1% in Foster Care

- 29% Proficient in ELA
- 15% Proficient in Math
- 36% College and/or Career Ready
- 80% Attendance
- 81% Graduation Rate

- Teachers- 140
- Paraprofessionals- 25
- Support Staff- 16
- Administrators- 8

Our PBS Program : Tier 1 at William Penn 2019/2020

- New to MTSS
- Transitioning from Restorative Practices/Advisory Team to Tier 1 Team
- Tier 1 Team Meetings 2x a month.
- Surveys to Staff Revolving Around Climate
- Created 1-5 year plan

Our PBS Program : Tier 1 at William Penn 2019/2020

- Introduced staff to MTSS via Faculty Meetings
 - Standing agenda item on all faculty meetings for clear communication and staff feedback.
 - Goal to create a safe, positive environment with its roots in relationship building skills.
 - Create a universal language for both students and staff that helps instill a clear and consistent learning environment with routine and healthy boundaries.

Our PBS Program : Tier 1 at William Penn 2019/2020

- Created a Tier 1 Student Team
- Created SWE with Tier 1 Team, Staff, Student and Admin Feedback
- Beginning to Become Comfortable with Data Driven Decision Making
- Teaming with School Climate Committee



Our PBS Program: Tier 1 at William Penn 2019/2020

- Through Staff Surveys, ILT Conversations, Informal Conversations and Working with the Climate Committee there was:
 - An outcry for Trauma-Informed Practices PD
 - A clear need for teacher/staff Self-Care

- We place self-care under the umbrella of trauma-informed practices.
 - The oxygen mask
 - Self-care = staff wellness, culture, and climate (it's more than just yoga and mindfulness!)

Staff Response

- "Lack of consistency with rules, power struggles, fixed mindsets"
- "Training on trauma-informed care and how to better treat students of different backgrounds than yourself"
- "Many students have told me they feel as though their teachers don't care or are unreliable "
- "I asked some of my kids for help with this one. they said out of their eight classes, they felt about three teachers tried to have a relationship."
- "Staff is overwhelmed with number of students and all the teacher tasks. It's hard to make time to work on relationships with students when you have a million things on your mind/plate."

Staff Response

- Tier 1/RP team members were asking for trauma-informed training at EVERY meeting.
- Conversations in the staff centers (lounges) around teacher burnout and it was only November.
- LOTS of conversations about low moral and teachers not feeling like they are appreciated.



"If students struggling with trauma are to become more resilient, they need compassionate and resilient teachers...If educational professionals themselves are barely coping and cannot bounce back from the challenges they face, how are they to sustain the strength needed to promote resiliency among their students?"

Walpow, Johnson, Hertel, & Kincaid (2016). The Heart of Teaching and Learning: Compassion, Resilience, and Academic Success

WP Resilience and Self-Care Professional Development

- Soft introduction to staff of Trauma-Informed Practices, Resilience and Self-Care
- Director of Behavioral Health, Superintendent and School Principal speak of support
- Showed the documentary Resilience
- Break out sessions
 - Resilience Re-Cap
 - How does this relate to the work we do at William Penn?
 - What do we do now to help our students build resilience?
 - What else can we do?
 - Now, one month, by the end of the year.
 - Self-Care:
 - Self-Care Assessment/Plan
 - Guided Meditation
 - ProQOL Survey

Data: Professional Quality of Life Scale

- Completed by 103 staff members
- Compassion Scale
 - 32% high
 - 68% moderate
- Burnout Scale
 - 29% low
 - 71% moderate
- Secondary Trauma Scale:
 - 2% high
 - 98% moderate

Professional Quality of Life Scale (ProQOL)

Compassion Satisfaction and Compassion Fatigue (ProQOL) Version 5 (2009)

When you [help] people you have direct contact with their lives. As you may have found, your compassion for those you [help] can affect you in positive and negative ways. Below are some-questions about your experiences, both positive and negative, as a [helper]. Consider each of the following questions about you and your current work situation. Select the number that honestly reflects how frequently you experienced these things in the <u>last 30 days</u>.

	I=Nev	ver	2=Rarely	3=Sometimes	4=Often	5=Very Often	
	1. 2. 3. 4. 5. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18.	 I am happy. I am preoccupied with more than one person I [help]. I get satisfaction from being able to [help] people. I feel connected to others. I jump or am startled by unexpected sounds. I feel invigorated after working with those I [help]. I find it difficult to separate my personal life from my life as a [helper]. I am not as productive at work because I am losing sleep over traumatic experiences of a person I [help]. I think that I might have been affected by the traumatic stress of those I [help]. I feel trapped by my job as a [helper]. Because of my [helping]. I have felt "on edge" about various things. I like my work as a [helper]. I feel depressed because of the traumatic experiences of the people I [help]. I feel depressed because of the traumatic experiences of the people I [help]. I feel as though I am experiencing the trauma of someone I have [helped]. I have beliefs that sustain me. I am pleased with how I am able to keep up with [helping] techniques and protocols. I am the person I always wanted to be. My work makes me feel satisfied. 					
	19. 20. 21.	l have happ I feel overv	y thoughts and whelmed becaus	my work as a [helper]. feelings about those I [he e my case [work] load se		uld help them.	
_	22. 23.		tain activities or	rence through my work. situations because they r	emind me of frig	htening experiences	
	24. 25. 26. 27. 28.	I am proud As a result I feel "bogg I have thou I can't recal	of what I can d of my [helping], ed down" by the ghts that I am a Il important par	I have intrusive, frighteni			
	29.		caring person. that I chose to	do this work.			

B. Hudnall Stamm, 2009. Professional Quality of Life: Compassion Satisfaction and Fatigue Version 5 (ProQQL). Newwisu.edu/-bhatamm or www.proqol.org. This test may be freely copied as long as (a) author is credited, (b) no changes are made, and (c) it is not soid.

Data: Determining a Need for Staff Self Care

- 2298 referrals (August December) made by 144 staff members
- On the Staff Climate Survey 65% rated student/teacher relationships 3 or lower on a 1-5 scale.
- Staff PD Exit Ticket:
 - Individual Counseling requested by 42 staff members
 - Group Counseling requested by 30 staff members
 - Exercise/activity-based groups requested by 63 staff members

Practices: Supporting Staff Self Care

- Working with Project DelAWARE and district office to bring in mental health counselor for staff
- Massage/Chiropractic Office came to WP
- Yoga Club
- Kahoot to end each faculty meeting



Systems: Moving from Exploration to Installation

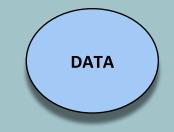
Continue Trauma-Informed Practices and Self-Care PD

- Tier I team leads self-care/trauma-informed planning/practices
 - Deliver PD to staff
 - Gather feedback to inform future PD
- Student referral data
- Staff attendance data
- Informal staff climate survey (beginning/end of year)
- ProQOL annually
- DE School Climate Survey

Begin with the End in Mind: What do you hope to impact?

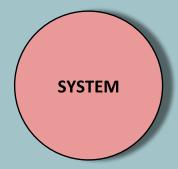
- Staff Outcomes
 - Professional Quality of Life Scale multiple times per school year
 - School Climate Survey
 - Attendance
 - Healthcare Cost
- Student outcomes
 - Behavior
 - Academic achievement
 - School Climate Surveys

Pohlman, Williams & Denton, 2019



What Team Can Coordinate and Lead Self Care?

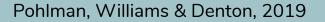
 Consider an existing team that monitors school-wide climate and culture (e.g. Tier I, Universal Team or Building Leadership Team)

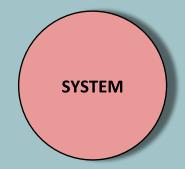


Pohlman, Williams & Denton, 2019

Policy, Documentation & Communication

- Self-Care Manual
- Posted Self-Care/SEL/Resilience Expectations
- Policies to support self-care
 - No meeting Tuesday
 - Tap-In/Tap-Out System
 - "Walking" meetings
 - A "stop-doing" PD goal (e.g.: venting in lunchroom, reading/sending pointless email)
- Email prompts, staff lounge postings, etc



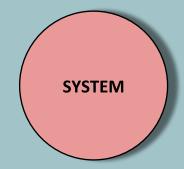


Does your system support self care?

Avoid Self Care Bias. Do you ever.....

- ❑ Wonder how others can leave on time everyday
- Pass judgment on someone out walking the track on their prep period
- Become annoyed by someone who takes 24 hours to respond to an email or not look at email on time off
- Question why someone has their door closed in the middle of the day
- Become irked by someone who says no to a committee or task
- Judge when someone leaves for lunch

These may be implicit or explicit



Pohlman, Williams & Denton, 2019

Make it Visible

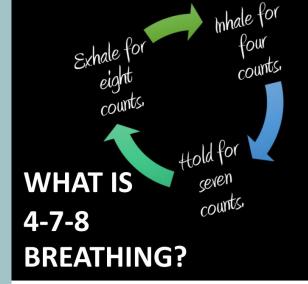
SYSTEM

HOW ARE YOU FEELING TODAY?



What emotions are you experiencing? Can you identify how those emotions impact your body? If you're feeling joyful, pay attention to what that feels like in your body. Maybe you feel tingling in your hands or feet. If you feel anxious, you might feel it as a tightness in your chest.

Recognizing emotions and how they impact us encourages Self-awareness, one of five core Social Emotional Learning Competencies. Learn more here: bit.lv/nysel





When we're feeling stressed or anxious, intentionally slowing down our breathing can help calm our nervous system and soothe negative feelings. 4-7-8 Breathing was developed by Dr. Andrew Weil. Try using it for 3-4 cycles next time you feel tense.

Learning techniques to help us relax or calm down encourages Self-management, one of five core Social Emotional Learning Competencies. Learn more here: bit.lv/nvsel



THEY

WHAT ARE

FEELING?

How do you know? Think of a time when you experienced similar feelings. Nonverbal cues like facial expressions and body language help us understand others' actions and emotions, often more than verbal communication. What can you better understand about the people around you through non-verbal communication?

Practicing perspective-taking and empathy encourages Social Awareness, one of five core Social Emotional Learning Competencies. Learn more here: bit.ly/nysel

New York State Education Department, Office of Student Support Services

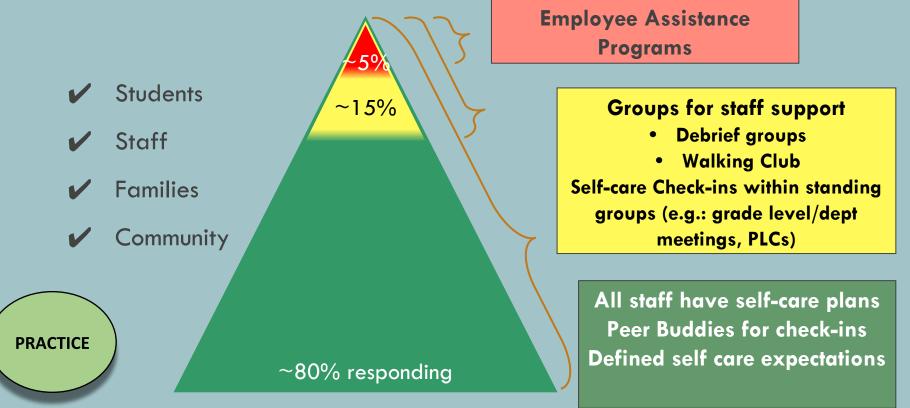


New York State Education Department, Office of Student Support Services

Professional Development

Activity	Sample Resources
 Staff Circles to define desired culture Establish expectations Setting boundaries 	Compassion resilience toolkit: https://compassionresiliencetoolkit.org/schools/a-toolkit-for-schools/
 Direct instructional topics What is self-care?; Why self-care? Wellness Practices (e.g.: meditation, time mang.) 	Dr.Tia Barnes Self Care (Train the Trainer) Workshop Materials: http://wh1.oet.udel.edu/pbs/educator-emotional-self-care-workshop/
 Grounding activities in staff meetings, PLCs 	Resources for on-going self care activities: <u>https://www.onwardthebook.com/</u> Stress Management for Teachers: The Guildford Practice in the Schools Series: <u>https://www.amazon.com/Stress-Management-Teachers-Proactive-Int</u> <u>ervention/dp/1462517986</u>

What might a continuum of supports for staff self-care look like?



Midwest PBIS Network 1-15-19 Adapted from: USDOE OSEP PBIS TA Center

Staff Self Efficacy and Burnout

- Teachers who report LOW levels of **Self Efficacy** report HIGHER levels of **Burnout**
- Teachers who experience burnout show an increase in:
 - emotional exhaustion,
 - depersonalization and
 - decreased personal achievement

Your continuum of supports will be most impactful if you consider their impact on staff <u>self efficacy</u>



An Antidote to Burn Out = Positive Self-talk

- 1. Listen to what you are saying to yourself
- 2. Challenge your self-talk:
 - Is there actual evidence for what I am thinking?
 - What would I say if a friend were in a similar situation?
 - Is there a more positive way of looking at this?
 - Am I keeping everything in perspective?
 - Can I do anything to change what I'm feeling bad about?
- 3. Change your self-talk



Self Care Expectations

The Wilson Way to Compassion Resilience

Be Respectful	Recognize others' self-care practice Honor others' boundary setting Establish clear expectations for others	
Be Responsible	Practice daily self-care Set realistic expectations for self Establish and communicate boundaries	
Be Safe	Request time to regulate	
		PRACTICE

Question and Answer Time

For more information about our educator self care, please contact:

<u>christina.mackerchar@colonial.k12.de.us</u> <u>meghan.covert@colonial.k12.de.us</u>

How do you define self-care? OR What are your self-care strategies and resources for staff, students and families?





Guest
 Presenters
 All Attendees

...for your support and engagement today and your hard work everyday!

APBS High School Academy Webinar: MTSS reintegration efforts at DHS https://drive.google.com/file/d/1aUTw83LxJXtpTwRbtTT0VAUWHbJ9 https://drive.google.com/file/d/1aUTw83LxJXtpTwRbtTT0VAUWHbJ9 https://drive.google.com/file/d/1aUTw83LxJXtpTwRbtTT0VAUWHbJ9 https://drive.google.com/file/d/1aUTw83LxJXtpTwRbtTT0VAUWHbJ9

Wrap-Up

Please complete your evaluation - we use it!

Consider presenting at the next Secondary Forum!



- 12:30-1:30 Administrator Lunch Session: Buy-In for PBS/MTSS-B
- 12:30-3pm Open planning space and TA support