Starting Maintaining and Sustaining at the High School: What Do You Need?
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Land Acknowledgement

A land acknowledgement is a critical step towards working with native communities to secure meaningful partnership and inclusion in the stewardship and protection of their cultural resources and homelands.

WHOSE LAND ARE WE ON?

We acknowledge that the unceded territory of Florida was home to a dozen tribal nations. Now there are 2 that are federally recognized.
We acknowledge and honor the original inhabitants of our various regions. The land that surrounds us is part of who we are presently, and it reflects our histories.
Jacksonville, Florida
- Seminole
- Timucua (tee mu qua)
- Miccosukee (me co sukee)
- Text to find out (907) 312-5085
Starting: What Do You Need to Understand?

It is a FRAMEWORK

Context Matters

ARE ANY OF THESE IMPORTANT TO YOU?

- Have a voice in what is valued at work
- Clear expectations of you and your work
- Understanding what those expectations look like in different settings
- Paid for your work and sometimes a "thanks for taking care of xxx"
- There should be a way that your boss encourages you
- There should be a way that your boss addresses challenges
- There should be equity and a sense of belonging at work
- Work in an organization where data is a piece of the puzzle

IT’S A FRAMEWORK
What is a Framework?

“...is a system of rules that are used to govern a process or decision. They help ensure that the output of decisions or processes is consistent, of a high standard, and aligned with an organization’s principles, values, and goals.”

THERE ARE EXAMPLES

There are numerous examples of high schools have successfully implemented SWPBIS and have seen positive outcomes (FLPBIS, 2021; Swain-Bradway, Freeman, Kittelman, & Nese, 2018).

When implemented with fidelity, high school PBIS is associated with reductions in...

• office discipline referrals
• frequency of tardy behavior
• in- and out-of-school suspensions
When implemented with fidelity, associated with an increase in...

- in attendance
- improved student perceptions of school climate
- improved student perceptions of school safety

Outcomes Associated with Implementation

- Improved Student Outcomes
- Reduced Exclusionary Discipline
- Improved Teacher Outcomes

School-Wide Positive Behavior Interventions and Supports

Significant Cost Savings for MTSS
PARTICULARLY IMPORTANT IN HIGH SCHOOLS

...because they are conceptually and descriptively related to reducing dropout risk. [1][2][3]

IS THERE ONE OF THESE...

- DATA to make decisions
- Evidence based PRACTICES to support youth
- Systems in place so adults can do their jobs

IT IS TRUE

- Implementation of School-wide PBIS is currently being implemented in more elementary schools than high schools (FLPBIS, 2021; Vermont PBDI 2021).
WITHOUT A FRAMEWORK

AND SEE WHAT STICKS!

CONTEXT MATTERS

High School Implementation of SWPBIS

Key Influences

Core Features of Implementation

Key HS Focus Areas

Ferree, Gies, & Moeller, 2017
Large number of students
Large building - campus
Multiple administrators - team

Size

Large number of faculty/staff

Department/Divisions
Multiple resources - people

Multiple resources - course options

Multiple resources - student supports

Culture

Philosophy about Discipline

There is some place else

Pedagogical approach - teach content

Focus on “public” & high stakes outcomes

Social - Peer influence

Judgment/risk taking

Role in decision making

Operate from emotions/anger

Digital natives

Need for autonomy

Developmental Level

EWS - Freshmen/Sophomore success predictor of high school completion
FOCUS ON WHAT MATTERS

- Attendance
- Behavior
- Course Performance
- Climate

TO YOUTH
TO FAMILIES
TO TEACHERS
TO COMMUNITY MEMBERS

Do you have time to throw Jello?

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Maintaining: What do you need?
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Recognize Potential Roadblocks

• Challenges implementing what team learned in training
• Academic curriculum the primary focus
• Philosophy about acknowledgements

Challenges implementing what team learned in training:

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<tr>
<th>Sub-Scale</th>
<th>Description</th>
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<td>TFI 1.1</td>
<td>Team Composition</td>
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<td>TFI 1.2</td>
<td>Team Operating Procedures</td>
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<td>TFI 1.3</td>
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<td>TFI 1.11</td>
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<th>Sub-Scale</th>
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<tr>
<td>TFI 1.12</td>
<td>Discipline Data</td>
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<td>TFI 1.13</td>
<td>Data-Based Decision Making</td>
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<td>Fidelity Data</td>
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<td>TFI 1.15</td>
<td>Annual Evaluation</td>
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1.11 Student/Family/Community Involvement:

Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.

Student/Family/Community Involvement: Voice & Agency

- Family and Community Engagement includes providing opportunities to be heard, voice opinions and exercise leadership within the school system
  - What are ways your school provides opportunities for voices to be heard?
- Students and families should “see” themselves represented throughout the school
- How do you ensure underrepresented students and families are included in conversations about the school system

Impulses vs planning  
Social – Peer influence  
Role in decision making  
Operate from emotions/anger  
Digital natives  
Need for autonomy  

EWS – Freshmen/Sophomore success predictor of high school completion
Responding to the data:

- What do you notice?
- What are you most proud of?
- What most concerns you?
- What disconnects do you see: teacher & student perceptions?

STUDENTS AND DATA

Their findings...

Attribution: Roanoke County Public Schools
QUEENSLAND, AUSTRALIA
LOOKING AT THE DATA:
START 'LARGE'
STATE LEVEL DATA FIRST

Engaging families
- Share your updated teaching matrix or, share your schoolwide expectations and teaching matrix and request feedback
- Provide “tips” on how to create a family matrix that reflects (Safe, Responsible, Respect)
- Provide a template for families to use
- Encourage sharing
  - PTA Facebook page
  - Weekly announcements
  - Through faith-based community
  - Public radio
  - Youth centers
  - Athletic events where families attend
- Tutorials/instructional supports for families (IEP participation)
- East Mesa Juvenile Detention Center
1.11 Student/Family/Community Involvement: Students Helping to Engage Diverse Families

https://www.pbis.org/resource/high-school-pbis-implementation-student-voice

1.10 Faculty Engagement

Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.
Engaging Faculty

- Share data
- Invite faculty to team meetings
- Engage others in tasks to support implementation team

Community

- Oakland High School example
- Expectations posted in retail/restaurants
- High school-high school collaboration

Plan for Educational Partner Feedback

<table>
<thead>
<tr>
<th>Educational Partner</th>
<th>Expectations and Roles (Teaching Staff)</th>
<th>Initial and ongoing instruction of expectations</th>
<th>Acknowledgment System</th>
<th>Discipline policies (behavioral definitions, policies, procedures)</th>
<th>Data Review</th>
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<td>Students</td>
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<td>Families</td>
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1.4 Teaching Expectations

Active and explicit teaching of school-wide expectations across campus clarifies concepts for students and adults, allows for practice and performance feedback, and reduces misunderstandings regarding what is appropriate at school.
Leadership Class
• The focus is improving school climate
• Students earn a graduation credit (coded in leadership)
• Organizational structure for creating student-teacher connections
• Students tasked with outreach to engage otherwise disconnected students
  - The Great Homecoming Week Challenge

PBIS Student Team contribution
• Equity
• Helps navigate difficult terrain
Embed in the Curriculum

System for developing lessons includes student participation.

3 Tiers of Support for Staff
- MH provider modeled first
- Coached teachers
- Offered alternatives

Salinas Union High School District
TFI 1.4 Teaching Expectations

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