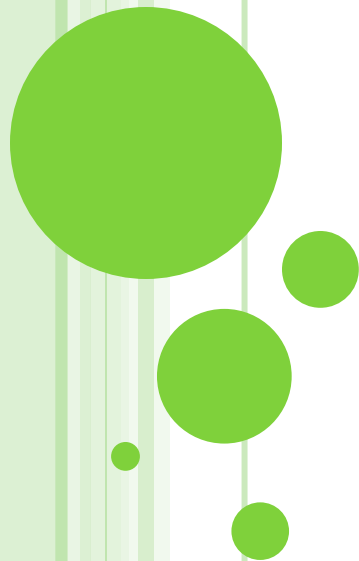


TIERED II SUPPORTS FOR HIGH SCHOOL STUDENTS IN SPECIAL EDUCATION

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AGENDA

- This presentation will focus on tiered behavioral (Academic & Social) supports in high school.

Components of this presentation include:

- 1) A brief review of problem behavior in high schools,
- 2) A list of commonly used strategies that have been shown to be ineffective,
- 3) An overview of a tiered systems framework, focusing specifically on the role of the administrator,
- 4) An introduction of the High School Behavior Education Program, and
- 5) Exemplars from recent work in high schools.



ACTIVITY



- As an administrator, how do you know when your school, a group of students, or an individual student is struggling?
- How is information passed along to you?
- How long does this process take?
- What recourse(s) do you have to address group / student needs?






THE PROBLEM

THE PROBLEM, DROP OUT

- Every school year approximately 1.2 million young people drop out of school (Alliance for Excellent Education, 2007; Greene, 2002; United States Department of Education, National Center for Educational Statistics).
 - 7,000 students a day
 - 3,500 of those students identify as **ethnic minorities**
- Drop out rate for students with mild disabilities is estimated to be at least two times greater than the rate for peers without disabilities (Blackorby & Wagner, 1996; Repetto, Pankaskie, DePalma-Hankins, Schwartz, & Perry, 1997).
- 72% to 79% of students with disabilities dropped in the 2006 school year (National Longitudinal Transition Study-2, 2006; Wagner, Newman, Cameto, Levine, Garza, 2006).
- Students who identify as ethnic minorities are more likely to be referred to special education than their white peers for specific disability categories (Office of Special Education and Rehabilitation Services, 2001; US Department of Education, 1997, 2000).



WHAT DROP OUT COSTS

- \$10,000 less in average yearly income for students who drop out of school (HHS, 2006).
 - Each student who drops out costs the federal government \$260,000 over course of lifetime (Rouse, 2005).
 - A 5% increase in graduation rates of male students alone would equate to savings of \$8 billion in crime related costs (Alliance for Excellent Education, 2006).
 - For students with disabilities, those that complete high school are more likely to be employed full-time and receive employee benefits (NLTS-2, 2011).
- 

Academic failure
(Allensworth &
Easton, 2005;
Balfanz, & Herzog,
2005),

Problem behavior
(e.g. disruption,
disrespect, etc.)
(Sweeten, 2006;
Tobin & Sugai, 1999

**Poor teacher
relationships**
(Barber & Olson,
1997)

**History of grade
retention**
(Allensworth et al,
2005),

Low attendance
(Balfanz, & Herzog,
2005; Jerald, 2006;
Neild & Balfanz,
2006), and

Diagnosed with a
disability (NTLS-2, ;
Wagner, Newman,
Cameto, Levine,
Garza, 2006).



WHAT PROBLEM BEHAVIOR COSTS

- Spaulding et al (2009).
 - N = 1,500 schools
 - 1.3 ODRs per day per 100 students, high school
 - + 3,000 ODRs in school year

- Average “lost” instructional time per ODR:
 - Student- 20 minutes
 - Administrators – 10-45 minutes (Scott & Barrett, 2004)



WHAT PROBLEM BEHAVIOR COSTS

- Lost instruction time for students:
 - 1,000 hours for the year
 - HS 5.8 in class hours (7 classes)
 - 3,000 office referrals = 172.4 missed schools days
 - 2,000 office referrals = 114.9 missed school days
- How many missed schools days are “acceptable”?
- Which students need to be in school the most??



INEFFECTIVE APPROACHES

- “Zero Tolerance”
 - No evidence that it improves school discipline (Skiba, 2000)
- Contraindicated Consequences
 - Some traditional “punishments” may strengthen problem behavior
- Heavy Reliance on Exclusionary Discipline
 - Potential decreases in school-engagement
 - Loss of instructional time





SYSTEMATIC FRAMEWORK

Supporting Social Competence & Academic Achievement

4 PBS Elements

Supporting Staff Behavior



Supporting Decision Making

Supporting Student Behavior

OUTCOMES

What are we talking about?

- What are important academic and social outcomes for our school community?
 - Families
 - Students
 - Teachers
 - Community

Tools

- Oregon state standards
- Surveys
- Knowledge of local communities



DATA

What are we talking about?

- How are we doing in meeting our outcomes?
 - Academic
 - Social
- What do we need to change?
- How do we get this information disseminated?

Tools

- Grades
- Office referrals
- Attendance
- Surveys
- Graduation rates
- OAKS proficiencies
- Fidelity measures
- Classroom observations
- Office referrals
- Teacher checklists



PRACTICES

What are we talking about?

- What do we do to achieve the valued outcomes?
 - Teacher behaviors
 - Classroom protocols
 - Hallway / Café / Gym protocols

Tools

- Academic supports
- Resource room
- Differentiated instruction
- Acknowledgements
- Disciplinary consequences



SYSTEMS

What are we talking about?

- Policies
- Trainings
- Resources
- Communication
- Data dissemination

Tools

- District policies
- District / school-based trainings
- FTE, teaching assistants, prep time, site- level teaming
- Regular emails, staff meeting updates, teacher newsletter, etc.



ADMINISTRATIVE ROLE

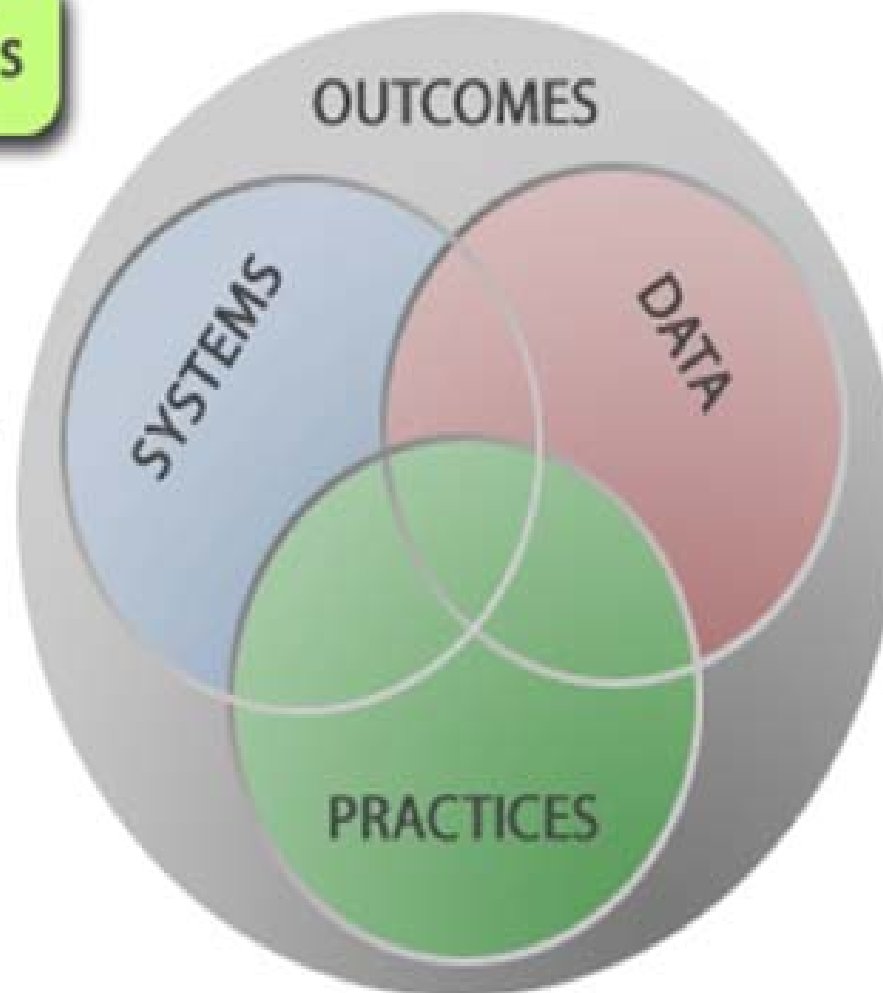
1. Understand the systems framework
2. Lead / support an audit of:
 - Outcomes
 - Systems
 - Data
 - Practices
3. Help prioritize school / team attention
4. Be prepared to shift allocation of resources
5. Delegate / distribute tasks



Supporting Social Competence & Academic Achievement

4 PBS Elements

Supporting Staff Behavior



Supporting Decision Making

Supporting Student Behavior

SECONDARY LEVEL SUPPORTS

- Increase:
 - Structure and predictability
 - Positive adult feedback
 - Home/school communication
- Rapid response/continuously available
- Efficient
 - Link academic and social performance
- Ongoing data collection for decision making

- Still organized around:
 - Outcomes
 - Practices
 - Data
 - Systems





SMALLEST CHANGE

Biggest impact

ACTIVITY



- What qualities do you expect in competent adults?
- Does the typical high school student already have these qualities?
- How do we get them there?



SYSTEMATIC SELF- MANAGEMENT

- Developmentally appropriate for adolescents
- Manage tasks necessary for credit accrual and graduation
- Preparation for life post high school

- Systematic supports because...
 - Students don't already have / demonstrate these skills
 - Allows focus on those with the greatest need
 - Clarifies and supports teacher behaviors
 - Equitable access and monitoring supports for all students who demonstrate need



SYSTEMATIC SELF- MANAGEMENT

- Explicit instruction in academic self-management skills has been shown to increase the academic success of students with learning disabilities (Lenz & Deshler, 1998).
- The academic supports needed to accomplish self-management include development of a small number of core academic organizational skills and ongoing assistance with daily academic demands (Flannery et al., 2008; Lenz & Deshler, 1998; Swanson & Deshler, 2003).





HS-BEP MODEL FOR SELF- MANAGEMENT

HS-BEP CONCEPTUAL FRAMEWORK

PBIS

- Increase **structure** and **predictability**
- Increase **positive adult** feedback
- Increase home/school communication
- **Efficient**
 - System for linking academic and social performance
- Rapid response/continuously available
- Ongoing data collection for decision making

School Retention

- Increase structure and predictability
- Increase adult feedback / interaction
- Increase home / school connection
- Provide both academic and social supports



HS-BEP

- 45 minute class
 - 5 minutes: Entry Task, Check-In
 - 15 minutes skill building: foundational organizational skills
 - 25 minutes supported homework completion: application of organizational skills to homework activities
- Daily class
- First period of the day
- Student participates in CICO cycle
 - First period HS-BEP class serves as morning check-in period
 - HS-BEP teacher coordinates CICO



Student Recommended for HS-BEP

HS-BEP Implemented

Check-In
HS-BEP
Class

Parent or
Preferred
Adult
Feedback

Afternoon
Check-Out

Teacher
Feedback

Daily HS-BEP Card

	Date	Responsible	Responsible
Check-In	0 1 0	0 1 0	0 1 0
Period 1	0 1 0	0 1 0	0 1 0
Period 2	0 1 0	0 1 0	0 1 0
Period 3	0 1 0	0 1 0	0 1 0
Period 4	0 1 0	0 1 0	0 1 0
Period 5	0 1 0	0 1 0	0 1 0
Check-Out	0 1 0	0 1 0	0 1 0
Today's total		Today's total points	

Coordinator Summarizes Data
for Decision Making

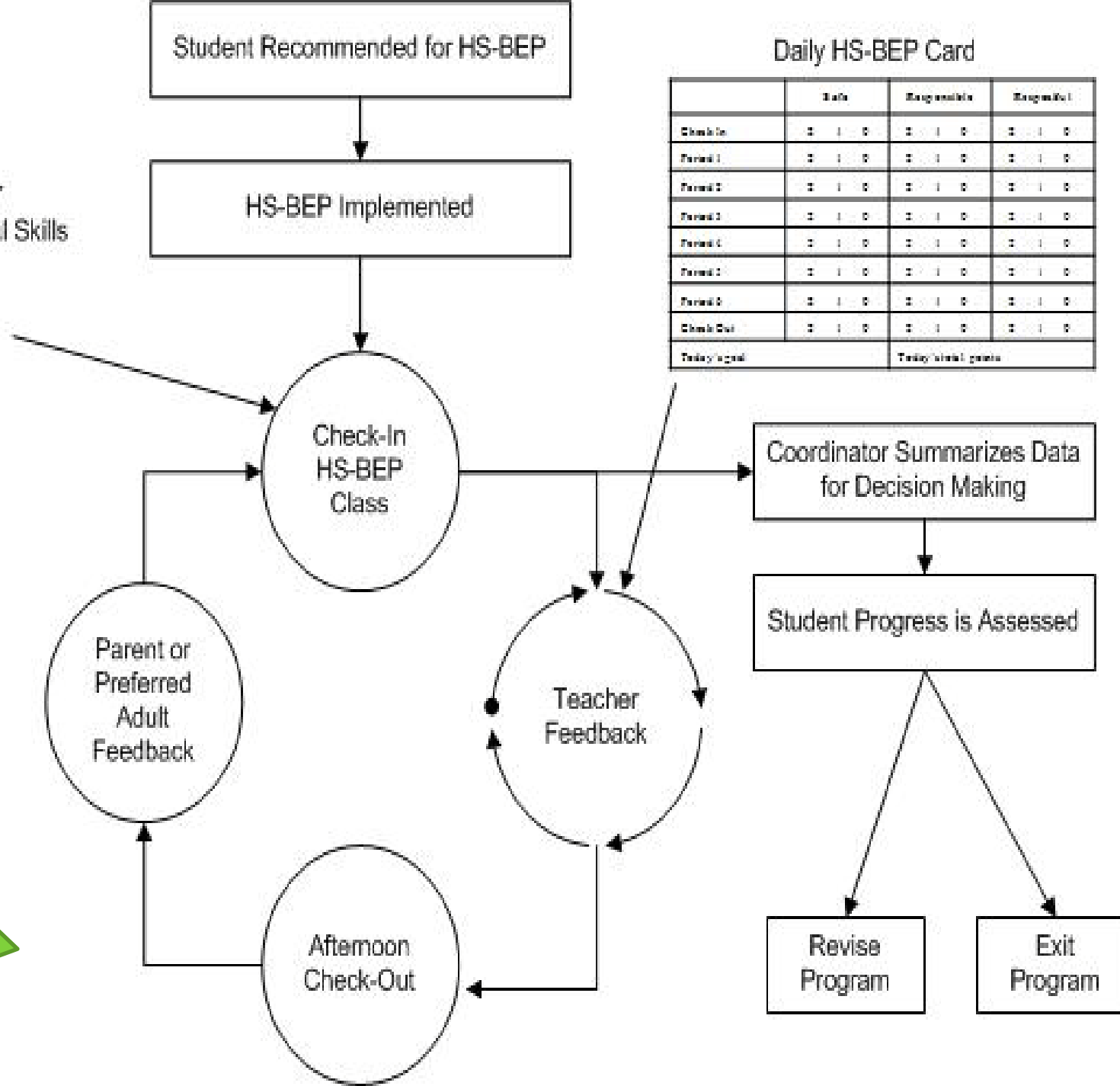
Student Progress is Assessed

Revise
Program

Exit
Program

HS-BEP Seminar

- Instruction and Practice in 7 Foundational Organizational Skills
 - Planner Use
 - Notebook
 - Graduation Plan
 - Goal Setting
 - Tracking Progress
 - Study Skills
 - Test Taking
- Homework Support



HS-BEP FOUNDATION SKILLS

○ Self-management skills v long-term acquisition skills

- Planner
- Notebook
- Graduation plan
- Goal setting
 - Student guided FACTS
- Tracking progress
- Test taking
- Study skills



HS-BEP FOR STUDENTS WHO...

- Failing 1 or more content area class
- Engaging in escape maintained behaviors due to difficulty of work:
 - Incomplete homework, class work
- Could use additional supports organizing
 - Black hole back pack
 - Missing work
 - Don't know due dates, class requirements
- Find at least one adult reinforcing
 - Are not in "crisis"
- Freshman, Sophomores
- Have organizational / self-management goals in IEP



Supporting Social Competence & Academic Achievement

4 PBS Elements

Supporting Staff Behavior



Supporting Decision Making

Supporting Student Behavior

HS-BEP

Outcomes

- Increase self-management sufficient to document increases in assignment completion, credit accrual.

Practices

- Explicit teaching, reinforcement of self-management skills.
- Work completion supports



HS-BEP

Data

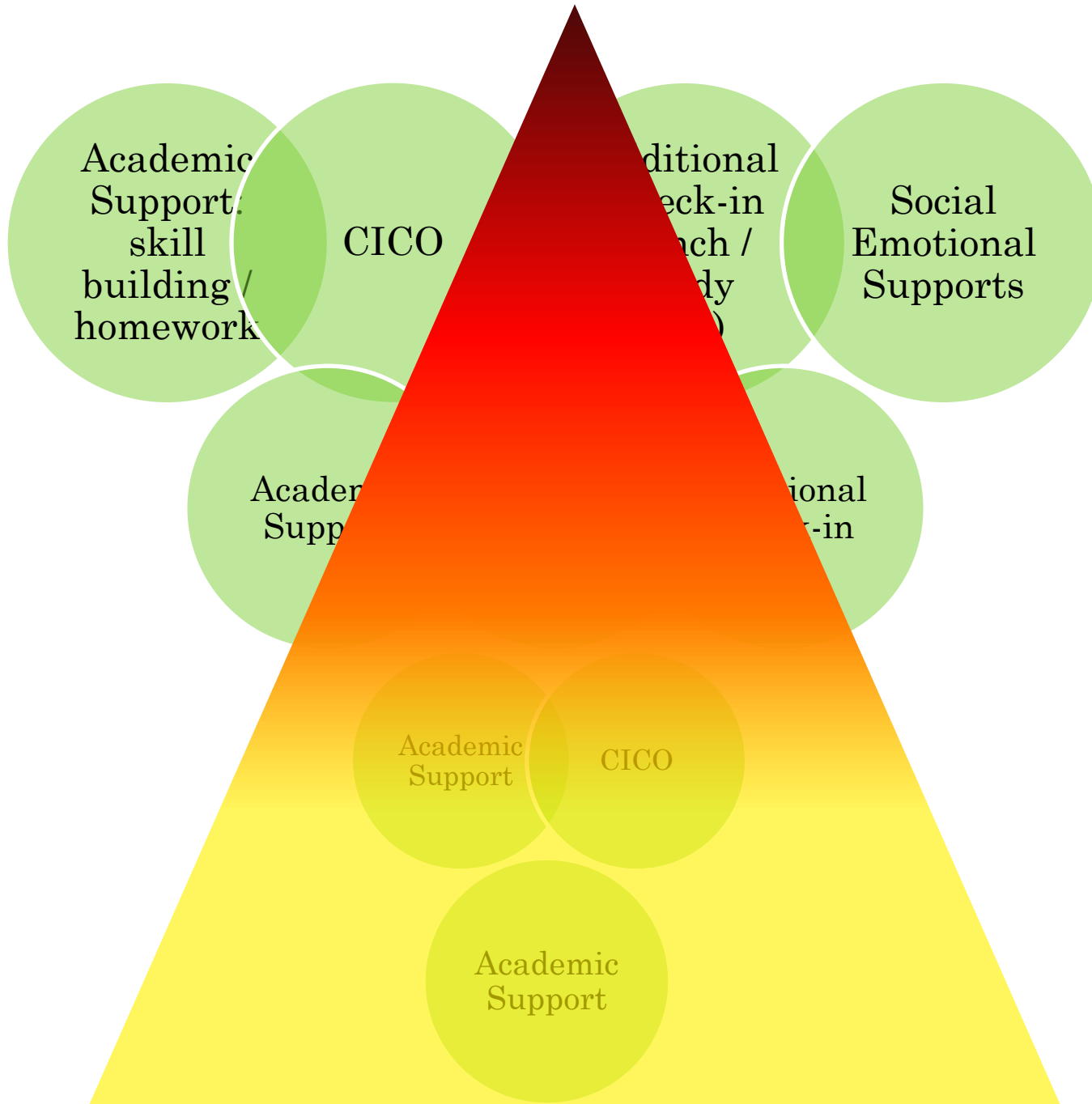
- Screening data (grades, attendance, teacher referrals, discipline referrals).
- Progress data (grades, attendance, assignment completion, CICO points, etc.)
- Outcome data (grades, graduation rates, etc.)

Systems

- Early Identification
- Communication
 - Amongst teachers
 - From middle school
- Academic Class
- Check-In Check Out
- Decision-making rules



TIERS OF TARGETED SUPPORT





EXEMPLAR

HS-BEP FOUNDATION SKILLS

○ Self-management skills v long-term acquisition skills

- Planner
- Notebook
- Graduation plan
- Goal setting
 - Student guided FACTS
- Tracking progress
- Test taking
- Study skills



HS-BEP CURRICULUM – EXPANDED BY RHS

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

WHO NEEDS HS-BEP AT RHS?

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

- Poor classroom behavior
- Failing English and / or math
- Students identified as lacking organizational skills
- Target 9th graders
- With and without IEPs
- Appropriate academic placement
 - Read Right, Math Foundations, etc.



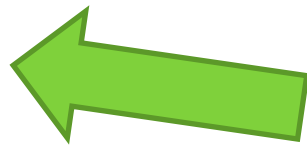
WHO NEEDS HS-BEP AT RHS?

- Functional alignment ...
 - Students escaping work
 - Not handing in homework / class work,
 - Placed appropriately for academic needs,
 - Grade level testing
 - Previous work
- If students hate adults this is not the place for them...
 - Escape maintained behaviors due to distrust / dislike of all / most school adults.



Basic Components

- **Academic and Support**
 - Organizational/ Study Skills
 - Homework Completion
- **Social Support**
 - Goal Setting
 - Social behaviors that impact academic achievement
 - Tracking Progress
 - Academic
 - CICO



Connections between:

Students → HS-BEP → Content teachers



HOW DOES HS-BEP RUN?

- Block Schedule: 85 minutes every other day
- Half HS-BEP Curriculum direct instruction/
half homework completion
- Classroom-wide PBIS built off school wide program
- CICO embedded into daily entry routine
- Best Practices in Special Education



SEPTEMBER 2, 2009

TODAY'S GOALS:

1. DEMONSTRATE ACTIVE LISTENING
2. COMPLETE AT LEAST 1 MISSING ASSIGNMENT

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



PLANNING FOR SUCCESS

- All 9th and 10th grade text Books
- Clear work expectations,
 - Participation grade
- Communication with teachers
 - Grade print-outs,
 - Worksheets, etc.
- Tutors as able
- “No Homework?” flow chart



No Homework? You can....

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

Communication

- 1) Grade print-out/progress reports
- 2) Assignment calendars
- 3) Content area worksheets
- 4) Progress Monitoring notebook
- 5) CICO points / graphs
- 6) HS-BEP class lists to all staff
- 7) Emails to content area teachers
- 8) Notes home to parents



STUDENTS ↔ HS-BEP ↔ TEACHERS

MEASURING OUTCOMES

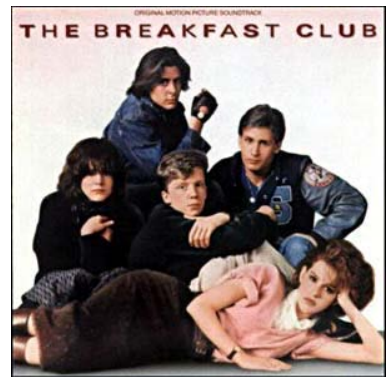
- Gauging climate through student behavior
 - Office referrals
 - Classroom discipline (teacher detention, hallway conferences, etc.)
- Pre and post surveys completed by students
- HS-BEP grades
- Content area grades
- Attendance
- Teacher feedback
 - Surveys (Survey Monkey)
 - “Check-in” emails
- SWIS and CICO data



KEY COMPONENTS

- Alignment with Small Learning Communities
 - Communication with 9-10 Teachers
 - Staff knowledgeable about HS-BEP class
- Strong Universal PBIS system
- Tiered supports
- *Administrative team support*
- Data for decision making
- Collaboration with other schools / programs
- On site Professional Development
 - HS-BEP staff
 - Content area staff





CHALLENGES

- Scheduling
- Universal screening
 - Identifying students quickly / efficiently
- Tracking assignments
- Changes in program due to funding
- Finding consistent, trained tutors
- Students at various levels / different needs
- 12-14 students with “yellow zone” needs all in the same classroom

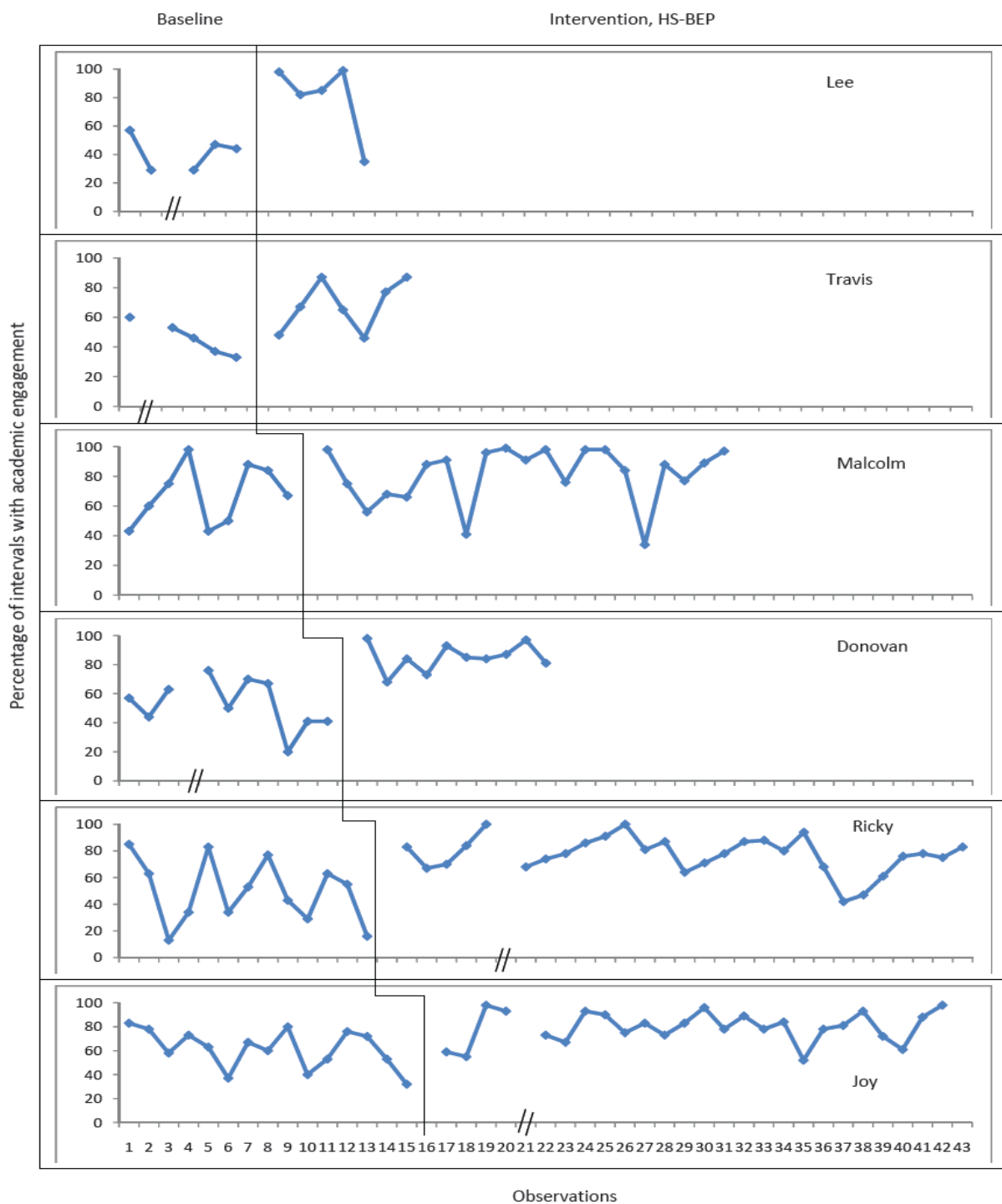


DATA FROM 2008-2009 SCHOOL YEAR

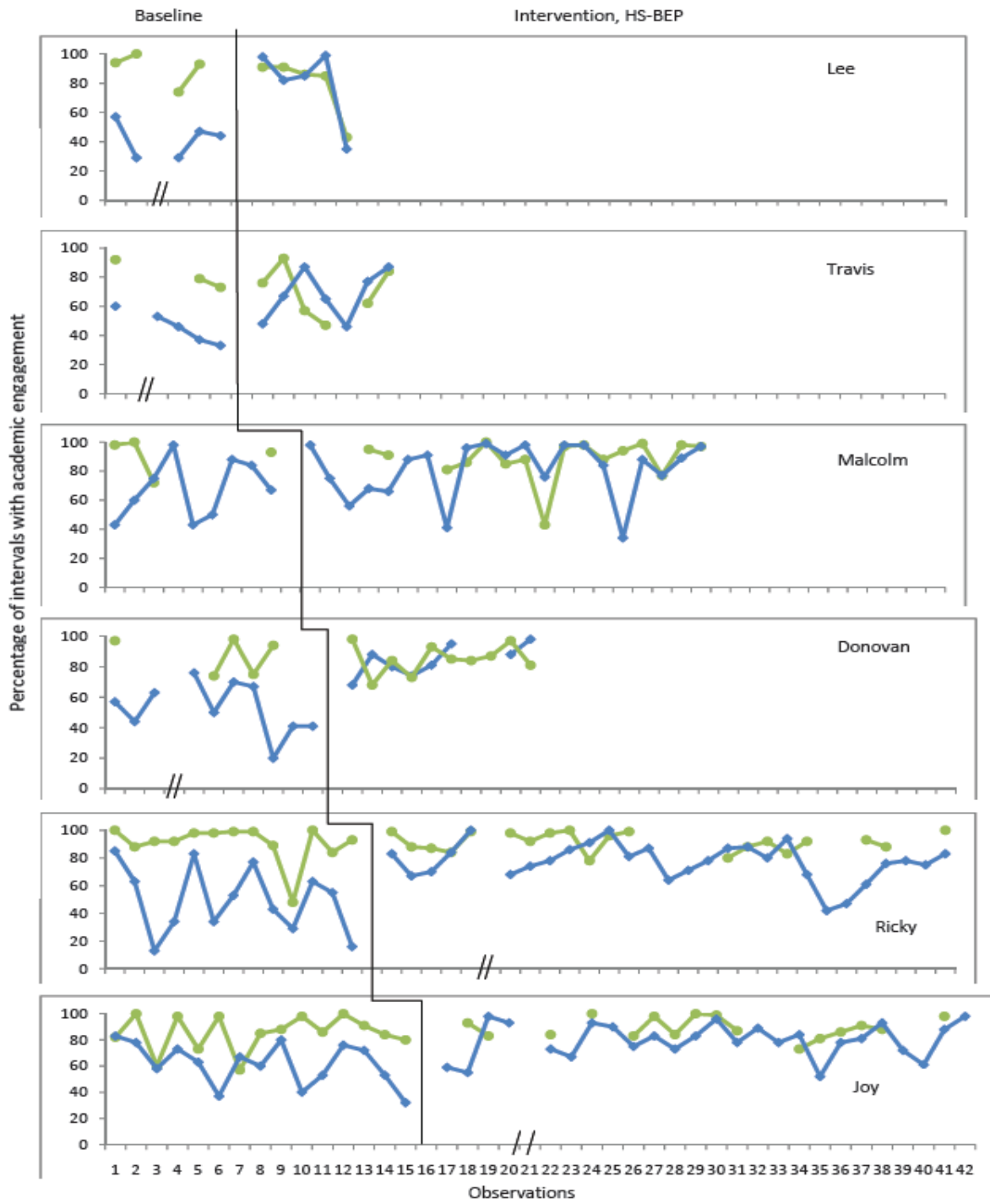
- CICO Embedded in HS-BEP class
- Routines in HS-BEP mimic CICO cycle:
 - Individual check-ins with teacher during each class
 - Review of student goals
 - Adult follow-up on academic tasks
 - Frequent updates sent home



ACADEMIC ENGAGEMENT DATA, PARTICIPANTS



ACADEMIC ENGAGEMENT DATA, COMPOSITES



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

SYSTEMATIC SELF-MANAGEMENT

School level

- Reallocation of FTE to HS-BEP class
- Trainings provided
- Communication from middle school, amongst teachers
- Data system refinement for early ID.
- Data systems refinement for on-going progress monitoring

Classroom level

- Outcomes defined
- HS-BEP curriculum
- Best practices in instruction and behavior management
- Class-room based progress monitoring



THANK YOU!

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