

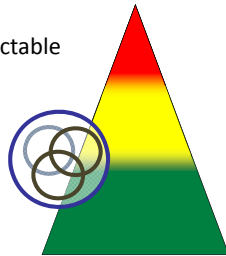
Staff Engagement at High School - What's it Take?

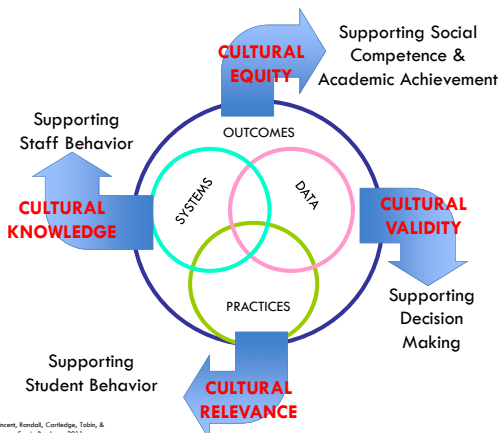
Brigid Flannery (brigidf@uoregon.edu)
Kim Kalousek, Larkin High School, (kimkalousek@u-46.org)
George Kalousek, Larkin High School, (georgekalousek@u-46.org)

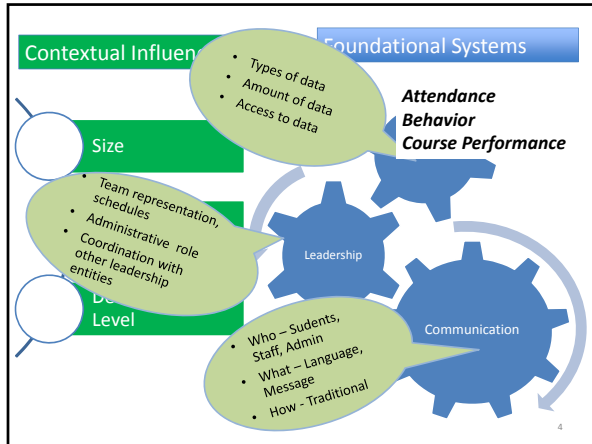
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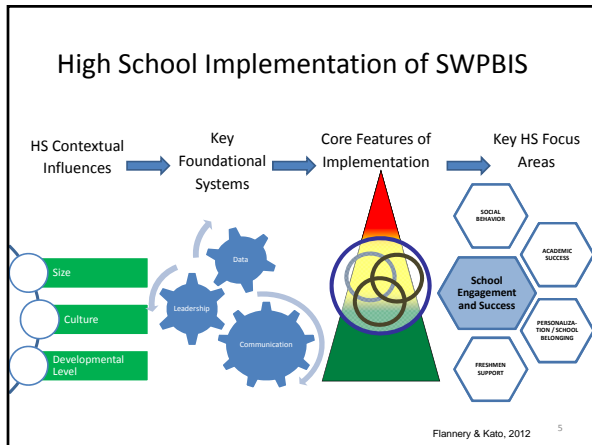
SWPBIS Made Simple...?

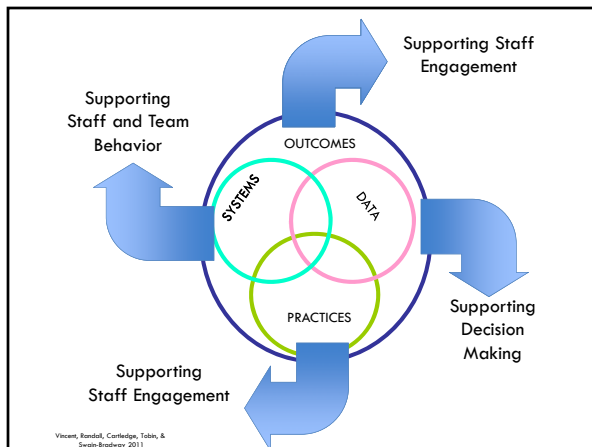
1. Establish a Leadership Team
2. Establish a Consistent, Predictable Environment
3. Teach
4. Acknowledge and Reinforce
5. Communicate
6. Use Databased Decision-Making











How do you engage staff in implementation of PBIS?

How do you get buy-in from staff?

How do we increase staff commitment?

How do you get staff involved?



Participate: to take or have a part or share

Engage: become involved

Involve: to engage, require, demand

Buy in: signifies the commitment of interested or affected parties to a decision - to agree to give it support, often by having been involved in its formulation.

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Multiple Levels of “Engagement”

Step 1: Obtain initial buy in – commitment

Step 2: Maintain commitment and increasing involvement during implementation

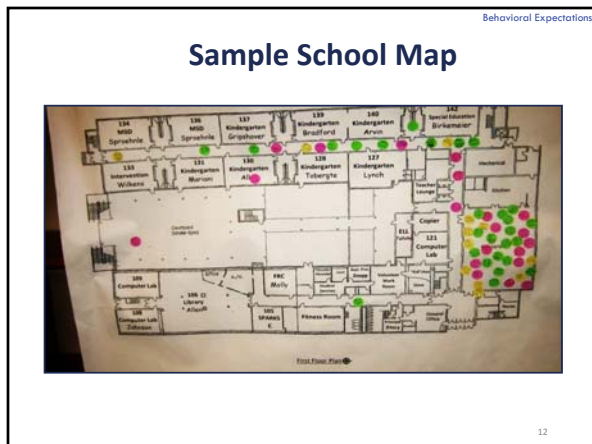
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Secure Initial Commitment

1. Share data to...
 - Determine if there's a problem in your school
 - Clearly define the problem
2. Explore PBIS as a possible solution
3. Have those difficult conversations

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Secure Initial Commitment

1. Share data to...
 - Determine if there's a problem in your school
 - Clearly define the problem

2. Identify PBIS as a possible solution
 - Establish an understanding of its effectiveness
 - Show alignment with existing efforts
 - Answer "what's in it for me?"

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2014 RCT & Group Design PBIS Studies

"Wagering next month's salary!!"

- Reduced **major disciplinary infractions**
- Improvement in **aggressive behavior, concentration, prosocial behavior, & emotional regulation**
- Improvements in **academic achievement**
- Enhanced perception of **organizational health & safety**
- **Reductions in teacher reported bullying behavior & peer rejection**
- Improved **school climate**

Some Tier I Articles on High School

"Recent high school evidence!!"

Coming soon...

- **First randomized control trial in high schools**
- **by Bradshaw and others...**

Do you communicate your vision alongside PBIS?

What does our vision/mission look like... What will we see?	What does our vision/mission sound like... What will we hear?
How will PBIS align with our vision?	

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What's in it for me (WIFM)

- Increased teacher efficacy
- Improved working climate
- Decrease in student disruptions
- Increased instructional time

Secure Initial Commitment

1. Share data to...
 - Determine if there's a problem in your school
 - Clearly define the problem
2. Identify PBIS as a possible solution
 - Establish an understanding of its effectiveness
 - Show alignment with existing efforts and WIFM
3. Have those difficult conversations

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“YEAH...BUTS”

- Expensive, time consuming/effortful
- Unnecessary
 - “Why do we need to teach expectations “
 - “They should know how to behave by now”
- Inappropriate
 - “Rewards are fine for elementary school but are ineffective and inappropriate in middle or high school.”
 - The use of rewards will damage “intrinsic motivation” and actually result in reduction of desired behaviors.
 - “I don’t believe in bribing students to learn”
- Resistance to teaching behavior (even academic behaviors)
 - “I’m here to teach content, not behavior / study skills”



Why teach behavior expectations?

Myth: Teenagers should already know appropriate behavior.

Fact: Kids, teens, and adults need to know whats expected in different situations, especially with large crowds.

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Why teach it again or so explicitly?

Myth: Once told they should remember

Fact: Kids, teens, and adults need repetition in order to bring it into their repertoire

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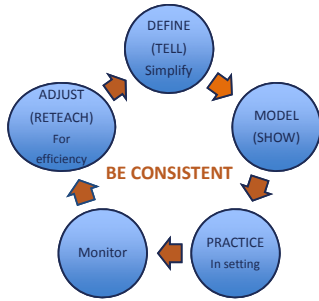
Repetition is key to learning new skills

For a child to learn something new, it needs to be repeated on average **8** times (Joyce and Showers, 2006)

Adults average **25** (Joyce and Showers, 2006)

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Teaching Academics & Behavior



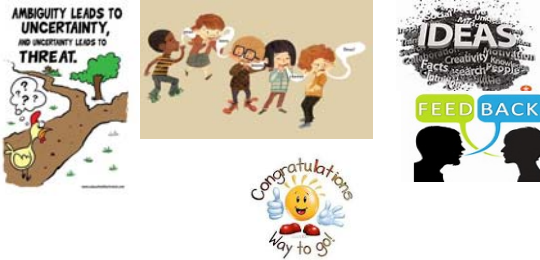
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Maintain Commitment/Increase Involvement

1. Provide ongoing communication
2. Continue those difficult conversations
3. Bring new staff/students on board

Maintain Commitment/Increase Involvement

1. Provide ongoing communication





Staff/Faculty Communication and Feedback Loops

- Grade level, core, vertical, department meetings
- Staff/Faculty Meetings
- Personal 1:1 contact; Yeah buts
- Newsletters, handbooks, announcements; bulletin boards
- Google Docs, SharePoint, or other virtual sharing mechanisms
- Feedback box; Surveys; Gallery Walk;
- Professional development days; Communities of Learners
- Others??

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Communication System

Who?

Tailor to your Audience

What?

Have a targeted message (will change over time)

Link message to broader events/themes

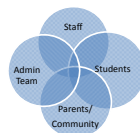
How?

Make it predictable, consistent and frequent

Utilize multiple formats

Always encourage two way communication

When? How Frequently?



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Across Groups Vary Across Purposes

	Staff	Students	Parents
Initial Buy in-Commitment	Gallery walk Climate Surveys	Videos Climate Survey Focus groups	Climate Surveys
Implement – Maintain commitment	Acknowledgements Matrices-Signage Newsletter PA Announcements Sharing data Celebration	Acknowledgements Matrices-Signage Newsletter PA Announcements Sharing data Celebration	Signage Newsletter Sharing Data Celebration
Expand knowledge/understanding	PD Faculty Handbook Lessons	Embedded content Parent-Student Handbook Lessons Embedded content	Newsletter Parent-Student Handbook
Input-Feedback	Survey Inbox	Survey Inbox	Survey Inbox

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Maintain Commitment/Increase Involvement

1. Provide ongoing communication to
 1. Expand knowledge/understanding
 2. Systematically and predictably allow for input-feedback
2. Continue those difficult conversations

“It's as simple as this. When people don't unload their opinions and feel like they've been listened to, they won't real board.”

— Patrick Lencioni, The Five Dysfunctions of a Team


3. Bring new staff and subs on board
