E11 – Scaling Up for Success: Creating Long-term Change through a District Implementation Plan

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Exemplars: Rosanne Markham, Tracy Hansen and Ashley Janssen, Granite School District (UT)

Key Words: Coaching, Tier I, Urban Implementation, High School
Maximizing Your Session Participation

When Working In Your Team

Consider 4 Questions:

– Where are we in our implementation?
– What do I hope to learn?
– What did I learn?
– What will I do with what I learned?
Where are you in the implementation process?
Adapted from Fixsen & Blase, 2005

**Exploration & Adoption**
- We think we know what we need so we are planning to move forward (evidence-based)

**Installation**
- Let’s make sure we’re ready to implement (capacity infrastructure)

**Initial Implementation**
- Let’s give it a try and evaluate (demonstration)

**Full Implementation**
- That worked, let’s do it for real and implement all tiers across all schools (investment)
- Let’s make it our way of doing business and sustain implementation (institutionalized use)
Session Objectives:

- Examine teaming structures and supports necessary for PBIS implementation at both the state, district and school-level
- Share resources used to systematize district-wide implementation
- Explore how district coaches guide school teams to ensure fidelity and gain consensus
- Review outcome data from School Climate Transformation Grant schools
Webpage Resources:
[GraniteDistrictPBIS.weebly.com](GraniteDistrictPBIS.weebly.com)
Past: Brief History of PBS/MTSS in Utah

Strong history of behavior supports in the state: **Utah BEST Project**

2002 → Moved to systematic behavior support with PBIS: **Utah Behavior Initiative**

2007 → Moved to RtI (both academics and behavior): **ABC-UBI**

2012 → Moved to multi-tiered system of supports and district team implementation: **UMTSS**

2015 → Granite received federal **School Climate Transformation Grant** (for secondary school implementation)
Lessons Learned

● Implementation increases with coaching

● **High implementing schools** performed better than state average on end-of-levels, had a reduction in ODRs, reported positive school climate

● Challenges with sustainability because of administrator changes, staff turnover, and student population

● **Implementation rates** across the state were low
Statewide Impact

ABC-UBI (10 years)
- 84% Participating schools
- 16% Non-participating schools

UMTSS (5 years)
- 65% Participating schools
- 35% Non-participating schools
Implementation Science
# Paying Attention to Implementation Matters

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Implementation Team</th>
<th>No Implementation Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective use of Implementation Science and Practice</td>
<td>80% 3 years</td>
<td>14% 17 years</td>
</tr>
<tr>
<td>Letting it Happen</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Taken from: nirn.fpg.unc.edu/learn-implementation/implementation-stages
Effective Teaming
- Scheduled meetings with clear action items
- Public accountability for completing action items
- Team Initiated Problem Solving (TIPS)
  - Horner & Newton (University of Oregon), Algozzine & Algozzine (UNC at Charlotte)
  - https://www.pbis.org/training/tips/tips-materials

Meetings included data-based decision making
- Scope and sequence

Evidence-based professional development to build capacity

State to district systems coaching to build capacity
Granite Overview and Demographics

- 91 schools
- Nearly 68,000 students
- 333 square miles
- 7,000+ employees
- 48% minority student population
- 56% eligible for free or reduced lunch
- 160+ languages spoken
- 33% English Language Learners
Measuring MTSS Fidelity

Practice Profile
UMTSS LEA Practice Profile

**Practice Profile**

- Completed annually by the District Implementation Team
- Fidelity Tool
- Measures system-level practices
- 29 items
- Scored 0, 1, 2
- Team creates 2-3 action items for upcoming year

**Seven Critical Components**

1. Foundations
2. Implementation and Funding
3. Communication, Visibility and Political Support
4. Evidence-Based Professional Development and Technical Assistance
5. Coaching
6. Materials
7. Evaluation
UMTSS Practice Profile

District/LEA: Granite
Date of Completion: 6.20.17
District/LEA Team Members: Rosanne Markham, Andrea Miller, Rob Areotti, Chad Coon, Todd Bragier, Tracy Hansen, Ashley Janssen, Judy Petersen, Leslie Bell, Alan Parrish, Chris Larsen
UMTSS Representative: Leanne Thawer

INSTRUCTIONS: The District/LEA Team should complete the LEA Practice Profile form with the UMTSS representative, evaluating implementation of prioritized directives in the district. Calculate a score for each area of implementation as well as an overall score. Also provide evidence for the score selected if possible.

<table>
<thead>
<tr>
<th>Prioritized Practice:</th>
<th>Target Schools:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Critical Component</th>
<th>Contribution to the Outcome</th>
<th>2 (circle appropriate box)</th>
<th>1</th>
<th>0</th>
<th>Documenting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations</td>
<td>Establishes a well-represented LEA team that meets regularly with defined roles and functions</td>
<td>1. Team is developed with representation from appropriate range of stakeholders (special education, regular education, families, mental health, etc.). Must include someone with expertise in content area(s) of focus. Also must have liaison with school teams (e.g., coach), and include someone who can make funding decisions</td>
<td>Team is developed with partial representation of recommended team members</td>
<td>No team exists</td>
<td>e.g., mtg. agenda, TIPS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Team completes or reviews District Implementation (goals forms [DIG]), District Priorities Action Plan, and Team Practice Profile (this document) quarterly</td>
<td>Team completes or reviews DIG, District Priorities Action Plan, and Team Practice Profile (this document) one to three times in the year</td>
<td></td>
<td>DIG Form, LEA Priorities Action Plan, LEA Team Practice Profile</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Team meets at least quarterly and uses consistent meeting process (agenda, minutes, etc.)</td>
<td>Team meets less than quarterly OR with inconsistent process</td>
<td></td>
<td>e.g., mtg. agenda, TIPS, 8-Step Problem-Solving form</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Role and function of team members is identified (facilitator, note-taker, data analyst, active participant etc.)</td>
<td>Role and function of some team members is identified</td>
<td>Role and function not determined for team members</td>
<td>e.g., mtg. agenda, TIPS</td>
</tr>
</tbody>
</table>

Foundations Percentage Score (add scores / 8) = 100%
UMTSS Practice Profile - Action Planning

After reviewing the scores by area, please list 2-3 action Items for the coming school year:

**Action Item #1:** Identify Universal & Targeted interventions for academics

**Intensive**

**Action Item #2:** Implement the G-FIT on a larger scale

**Action Item #3:** Explore additional fidelity measures that would be useful in our district
UMTSS Report Card
Granite School District

LEA Practice Profile

The LEA Practice Profile is a tool completed annually by the implementation team to measure system-level infrastructure, growth, and sustained implementation of MTSS practices.
<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Topic</th>
<th>Area</th>
<th>Jun</th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judy/Rosanne</td>
<td>EBPD Rubric</td>
<td>Infrastructure</td>
<td>A</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Judy/Rosanne</td>
<td>Practice Profile (UMTSS Fidelity)</td>
<td>Infrastructure</td>
<td>A</td>
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</tr>
<tr>
<td>Noelle/Mary Alice</td>
<td>Long Term PDP (as needed)</td>
<td>Implementation</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Chris</td>
<td>Short Term PDP (before each PD event)</td>
<td>Implementation</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Karen/Mitch/Todd</td>
<td>Coaching Activities (e.g., logs, self-assessment)</td>
<td>Fidelity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Review</td>
<td>A</td>
</tr>
<tr>
<td>Todd &amp; Rosanne</td>
<td>TIPS Fidelity Checklists</td>
<td>Fidelity</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td>Review</td>
</tr>
<tr>
<td>Rosanne Markham</td>
<td>SET/TFI Scores</td>
<td>Fidelity</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Karen</td>
<td>School-wide Literacy Fidelity Tool and/or R-SET</td>
<td>Fidelity</td>
<td></td>
<td></td>
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<td></td>
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<td>A *if used</td>
</tr>
</tbody>
</table>
Building Capacity through Evidence-Based Professional Development
Evidence Based Professional Development Rubric (EBPD Rubric)

- 3 Categories: Infrastructure, Delivery and Evaluation
- 19 total items
- Team rates 0,1,2 on each item
- Completed annually in June by district leadership/implementation team
- Team creates 2-3 action items for upcoming year
Granite School District Evidenced-Based Professional Development Rubric

### Evidence-Based Professional Development Rubric

<table>
<thead>
<tr>
<th>Professional Development Infrastructure</th>
<th>Specifications</th>
<th>2 - In place</th>
<th>1 - Partially In place</th>
<th>0 - Not In place</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A district team is in place that will oversee and evaluate the effectiveness of the PD delivered.</td>
<td>Team uses the EBPD rubric to evaluate their PD efforts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. District goals are created with benchmarks for collection of implementation and student outcome data (National Implementation Research Network - NIRN).</td>
<td>Fidelity and student outcome data are used to inform modifications to implementation (e.g., coaching, training, and coaching better support fidelity (NIRN).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Coaching system (i.e., systems and/or instructional coaches) established to ensure follow-up of PD activities.</td>
<td>A description of specific coaching responsibilities is created along with a system for responding to implementation and outcome data.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Building Leadership Teams (BLT) established in schools receiving PD that use effective learning structures to evaluate implementation of PD.</td>
<td>Schools receiving PD have representative teams that use data for decision-making regarding the prioritized practice.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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*Note: Specific FTE dedicated to coaching, but lacks some specificity in oversight of coaching, evaluation of coaching fidelity, or use of data to modify coaching structure.*
The Evidence-Based Professional Development (EBPD) Rubric evaluates the effectiveness of professional development and its impact on educator practices by assessing the use of evidence-based content, delivery, coaching, and evaluation.
Teaming Structures
The Granite Way

- Introduced in 2012
- Creates the focus for all initiatives in our district
- Includes MTSS as a critical component in our ongoing district improvement process
The Granite Way: MTSS

- Implement MTSS for academics and behavior district-wide
- Provide ongoing learning opportunities for:
  - Administrators and staff
  - Support staff including school psychologists, social workers, counselors
- Make decisions based on integrated academic and behavioral data
- Provide professional development and coaching

**Universal - Tier 1**
- Freshmen Academy
- PBIS Coaching
- Educators Handbook
- School-Wide PBIS: All Students, Staff and Settings

**Targeted - Tier 2**
- Thinking Functionally About Behavior PD
- Behavior Health Assistants (BHAs)
- Student Support Process
- Freshmen Seminar (Small Group)

**Intensive - Tier 3**
- Student Support Process Interventions
- Individualized Student Mentoring
District MTSS Teaming Structure

- **Granite Way**
  - Board and Superintendents

- **MTSS Executive Committee**
  - District Directors

- **MTSS Steering Committee**
  - Directors and Coaches

- **Granite Way Principal PD**
  - Monthly

- **School Faculty PD**
  - 90 Minutes Monthly

- **MTSS Coaches**
  - PD and Coaching

- **School Teams**
  - PD and Monthly Meetings

- **Canvas Course**
  - Feedback Loop
## Secondary Cohort Implementation

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Connection High</td>
<td>Cottonwood High</td>
<td>Olympus High</td>
</tr>
<tr>
<td>Cyprus High</td>
<td>Hunter High</td>
<td>Skyline High</td>
</tr>
<tr>
<td>Kearns High</td>
<td>Bonneville Jr.</td>
<td>Taylorsville High</td>
</tr>
<tr>
<td>Granger High</td>
<td>Eisenhower Jr.</td>
<td>Olympus Jr.</td>
</tr>
<tr>
<td></td>
<td>West Lake Jr. STEM</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Connections High
- Granite Park Jr.
- Jefferson Jr.
- Kearns Jr.
- Kennedy Jr.
- Matheson Jr.
- Valley Jr.
- Cottonwood High
- Hunter High
- Bonneville Jr.
- Eisenhower Jr.
- Evergreen Jr.
- Hunter Jr.
- West Lake Jr. STEM
- Olympus High
- Skyline High
- Taylorsville High
- Olympus Jr.
- Wasatch Jr.
Systematizing Implementation and Coaching
8 Key Components for Secondary PBIS

1. Implementation Plan
2. Gaining Consensus
3. Branding
4. Explicitly Teach Expectations
5. Reinforcement Systems
6. Student Groups
7. Correction System
8. Freshmen Focus
1. Implementation Plan
Implementation Plan

- Created a 4 year implementation plan *(included in session handouts)*
- Provide 3-4 full days of program development for school-level leadership teams annually
- Provide monthly coaching support at school team meetings
- Provide coaching support at school faculty PBIS trainings as requested
<table>
<thead>
<tr>
<th>Year 1 PBIS Professional Development:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Development Topics and ongoing coaching: Year 1</strong></td>
</tr>
</tbody>
</table>

- PBIS task force and student leadership team receive professional development 4 times per year, with at least monthly team meetings to follow up on action plans with coaching support.

| October PD | Establish 3-5 school-wide expectations created from Faculty and Student Leadership Team input and consensus |
| October PD | Create a matrix of expected behaviors in all common areas and gain consensus |
| January PD | Write and create lesson plans to teach expectations to all staff and students |
| January PD | Develop a system of reinforcing the school-wide expectations daily, monthly and quarterly (for example, 200 club)  
  - Determine types, cost, logistics, distribution  
  - Establish data on who, when, and how many staff and students are participating in the reinforcement of the expectations |
| April PD | Develop office referral/minor incident flow chart |
| April PD/Ongoing | Create an intervention system for correcting Tier 1 behavior errors |

**PBIS Team on-going responsibilities with coaching support:**

| Fall/Midyear | Teach the expectations school-wide at least twice yearly (ideally quarterly) or more frequently to all students through an assembly, a school tour, or a power point with additional training to new staff and students. |
| Quarterly | Review your office discipline referrals (ODR's), minor incident, and attendance data with faculty at least quarterly to determine areas of improvement |
| Monthly | Use a problem solving model at least monthly on areas of concern |
| Spring | Participate in a SET/TFI evaluation at school site |
| On-going | Begin development of a staff handbook for MTSS protocols, including academics and behavior |
| On-going | Develop a student handbook section on school-wide expectations in collaboration with Student PBIS Leadership Team |
| On-going | Celebrate successes each week, month and quarter for teachers and students! |
| Spring | Share behavior/attendance plans and outcomes with all stakeholders |
Tasks for Schools: Year One

● Establish 3-5 school-wide expectations
● Create a matrix of expected behaviors in all areas
● Teach expectations to all students and staff
● Develop a system to reinforce expected behaviors
● Develop a progressive discipline system for major and minor offenses
Implementation Plan - Resources
2. Gaining Consensus
Consensus is a group decision-making process to arrive at general agreement.

The process is as important as the result.
Consensus is achieved when...

All points of view have been heard.
The will of the group is evident even to those who oppose it.
<table>
<thead>
<tr>
<th>Current Status</th>
<th>School Wide System</th>
<th>Improvement Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>86% partial or not in place</td>
<td>A small number of positively and clearly stated expectations or rules are defined.</td>
<td>92%</td>
</tr>
<tr>
<td>77% partial or not in place</td>
<td>Expected student behaviors are taught directly</td>
<td>92%</td>
</tr>
<tr>
<td>94% partial or not in place</td>
<td>Expected student behaviors are rewarded regularly</td>
<td>85%</td>
</tr>
<tr>
<td>85% partial or not in place</td>
<td>Problem behaviors are defined clearly</td>
<td>92%</td>
</tr>
<tr>
<td>85% partial or not in place</td>
<td>Consequences for problem behaviors are defined clearly</td>
<td>92%</td>
</tr>
<tr>
<td>71% partial or not in place</td>
<td>School administrator is an active participant on the behavior support team</td>
<td>84%</td>
</tr>
</tbody>
</table>

**Classroom System**

<table>
<thead>
<tr>
<th>Current Status</th>
<th>Classroom System</th>
<th>Improvement Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% partial or not in place</td>
<td>Expected student behavior &amp; routines in classrooms are stated positively and defined clearly</td>
<td>92%</td>
</tr>
<tr>
<td>85% partial or not in place</td>
<td>Problem behaviors receive consistent consequences</td>
<td>91%</td>
</tr>
</tbody>
</table>
Student Focus Groups

3. In which area of the school do you feel unsafe? Explain.

**Classroom:**
- "Most teachers are rude, and most students are stuck up brats"
- "Because you have to do work and not talk to friends"

**Hallway:**
- "It's always so crowded, and very noisy."
- "It is crowded and anything can happen like, bullying, people bumping into each other and you can get hurt"
- "It's always so loud and the other kids are always yelling and being immature. Most kids always use profanity every other word in the halls."
- "It's way too crowded and loud which prevents you from getting to your class on time or early."
- "Too many kids like to run into others and push them and cause fights and there is too much violence"

**Counseling Office:**
- "You usually only get called down when you're in trouble"
- "It just makes me nervous if I have gotten in trouble"
- "It is supposed to be a safe place and you're supposed to feel safe too. But when I go there personally I feel targeted. Maybe it's because I know I'll have to talk about the way I feel and I'm not comfortable with that, but that is just me. I doubt that anyone else feels this way."

Pie chart showing:
- Hall: 25%
- Classroom: 35.7%
- Lunchroom: 15%
- Outside: 10%
- Front Office: 5%
- Computer lab: 5%
List 3-5 overarching “values, attitudes, traits, and characteristics you hope to instill in your students”

(Sprick, 2013)

i.e. Cooperative, Thoughtful, Responsible
# Synthesizing Faculty Input for Consensus

## Expectations

<table>
<thead>
<tr>
<th>Responsible (22)</th>
<th>Respectful (15)</th>
<th>Cooperative (7)</th>
<th>Engaged (6)</th>
<th>Perseverance (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total: 49</td>
<td>Total: 30</td>
<td>Total: 18</td>
<td>Total: 41</td>
<td>Total: 36</td>
</tr>
<tr>
<td>Accountable (5)</td>
<td>Caring (1)</td>
<td>Adaptable (1)</td>
<td>Academic goals (1)</td>
<td>Brave (1)</td>
</tr>
<tr>
<td>Attend (1)</td>
<td>Charity (1)</td>
<td>Consistency (1)</td>
<td>Attention (1)</td>
<td>Capable (1)</td>
</tr>
<tr>
<td>Cultural, Social, Justice Awareness (1)</td>
<td>Compassionate (1)</td>
<td>Enthusiasm (1)</td>
<td>Sense of belonging (1)</td>
<td>Committed (2)</td>
</tr>
<tr>
<td>Independent (1)</td>
<td>Acceptance of Diversity (1)</td>
<td>Hopeful (1)</td>
<td>Communication/Communicative (3)</td>
<td>Critical Thinking (3)</td>
</tr>
<tr>
<td>Knowledgeable (1)</td>
<td>Empathy (1)</td>
<td>Optimistic (1)</td>
<td>Connected (3)</td>
<td>Dedicated (1)</td>
</tr>
<tr>
<td>Organized (4)</td>
<td>Honesty (2)</td>
<td>Positive academic support, attitude, self-image, thinkers (4)</td>
<td>Desire to Learn (2)</td>
<td>Determined (3)</td>
</tr>
<tr>
<td>Pro-Active (3)</td>
<td>Integrity (3)</td>
<td>Team work (1)</td>
<td>Driven (1)</td>
<td>Diligent (1)</td>
</tr>
<tr>
<td>Punctual (2)</td>
<td>Thoughtful (4)</td>
<td>Unity (1)</td>
<td>Effort (1)</td>
<td>Discipline (3)</td>
</tr>
<tr>
<td>Ready (1)</td>
<td>Tolerant (1)</td>
<td>Tolerant (1)</td>
<td>Heart (1)</td>
<td>Empowered (1)</td>
</tr>
<tr>
<td>Reliability (1)</td>
<td></td>
<td></td>
<td>Innovation (1)</td>
<td>Good Work Ethic (7)</td>
</tr>
<tr>
<td>Resourceful (3)</td>
<td></td>
<td></td>
<td>Inspiration (1)</td>
<td>Hard working (3)</td>
</tr>
<tr>
<td>Self-advocating (1)</td>
<td>Interested (1)</td>
<td>Resilient, resilency (2)</td>
<td>Resilient, resilency (2)</td>
<td>Resilient, resilency (2)</td>
</tr>
<tr>
<td>Structured (1)</td>
<td></td>
<td></td>
<td>Involved (1)</td>
<td>Solves problems (1)</td>
</tr>
</tbody>
</table>

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**Cottonwood High Expectations:**

**Colts are:**

- Goal-Oriented
- Respectful
- Engaged
- Accountable
- Tolerant

As a member of Cottonwood High’s faculty/staff, are you in favor of accepting the proposed Motto for Cottonwood Expectations?

- [ ] Support
- [ ] No Support- Please write any changes you would like to see or any questions or concerns that you have.

- [ ] Stand Aside- Not completely on board, but will not stand in opposition
Common Areas Activity

- Look at your interior and exterior maps and identify potential problem areas.
- Think about specific behaviors you have witnessed in one of the areas you identified. Write the behavior on a dot and place it on the map in that area.
- Wait to discuss until all group members have placed their dots.
Scattergories Activity

Staff discusses what problems they're seeing in assigned areas and write it in the left column. Then, they discuss what positively phrased behavior they would like to see instead and write it in the right column.
Synthesizing Faculty Input for Consensus

2015 - Survey of Churchill Students regarding hallway behaviors they see as a problem:

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Percent of students who listed each behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Contact</td>
<td>81</td>
</tr>
<tr>
<td>Pushing, shoving, kicking</td>
<td></td>
</tr>
<tr>
<td>Stopping in the middle of halls</td>
<td>70</td>
</tr>
<tr>
<td>Blocking lockers, drinking fountains, pathways etc.</td>
<td></td>
</tr>
<tr>
<td>Slamming lockers on people</td>
<td>56</td>
</tr>
<tr>
<td>Bullying</td>
<td>50</td>
</tr>
<tr>
<td>Disrespecting property (both in passing and on hall passes)</td>
<td>50</td>
</tr>
<tr>
<td>Swearing</td>
<td>44</td>
</tr>
<tr>
<td>Stealing (during passing period and on hall passes)</td>
<td>31</td>
</tr>
<tr>
<td>Running</td>
<td>25</td>
</tr>
<tr>
<td>Reading/texting/not watching where you are going</td>
<td>19</td>
</tr>
<tr>
<td>Disrespect/Gossip/Laughing at</td>
<td>18</td>
</tr>
<tr>
<td>Axe Bomb</td>
<td>12</td>
</tr>
<tr>
<td>Throwing things</td>
<td>12</td>
</tr>
<tr>
<td>Swinging items around</td>
<td>6</td>
</tr>
<tr>
<td>Drugs (on hall passes)</td>
<td>6</td>
</tr>
<tr>
<td>Smoking (on hall passes)</td>
<td>6</td>
</tr>
</tbody>
</table>

Churchill BEHAVIOR MATRIX For teaching students

<table>
<thead>
<tr>
<th>AREA</th>
<th>Be Respectful</th>
<th>Be Safe</th>
<th>Be Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>HALLWAY</td>
<td>* Use</td>
<td></td>
<td>* Be on Time</td>
</tr>
<tr>
<td></td>
<td>Positive</td>
<td></td>
<td>- Neilking</td>
</tr>
<tr>
<td></td>
<td>Language</td>
<td></td>
<td>- PDA</td>
</tr>
<tr>
<td></td>
<td>- swearing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- disrespect</td>
<td></td>
<td>- Reading</td>
</tr>
<tr>
<td></td>
<td>- screaming</td>
<td></td>
<td>- Texting</td>
</tr>
<tr>
<td></td>
<td>* Honor Personal Space</td>
<td></td>
<td>- Not watching where you are walking</td>
</tr>
<tr>
<td></td>
<td>- blocking hall/lockers</td>
<td></td>
<td>- Keep it Clean</td>
</tr>
<tr>
<td></td>
<td>- swinging items around</td>
<td></td>
<td>- Trash</td>
</tr>
<tr>
<td></td>
<td>- Knocking stuff out of hands</td>
<td></td>
<td>- Throwing things</td>
</tr>
<tr>
<td></td>
<td>* Walk</td>
<td></td>
<td>- Disrespecting property</td>
</tr>
<tr>
<td></td>
<td>- running</td>
<td></td>
<td>- Disrespecting property</td>
</tr>
<tr>
<td></td>
<td>- shoving</td>
<td></td>
<td>- Disrespecting property</td>
</tr>
<tr>
<td></td>
<td>- kicking</td>
<td></td>
<td>- Disrespecting property</td>
</tr>
<tr>
<td></td>
<td>* Stand Tall</td>
<td></td>
<td>- Disrespecting property</td>
</tr>
<tr>
<td></td>
<td>- gossip</td>
<td></td>
<td>- Disrespecting property</td>
</tr>
<tr>
<td></td>
<td>- laughing at others</td>
<td></td>
<td>- Disrespecting property</td>
</tr>
<tr>
<td></td>
<td>- bullying</td>
<td></td>
<td>- Disrespecting property</td>
</tr>
<tr>
<td></td>
<td>- axe bombing</td>
<td></td>
<td>- Disrespecting property</td>
</tr>
</tbody>
</table>
Methods for Gaining Consensus

Google Form
Fist to Five
Paper Ballot

*Remember you want **80% consensus** and need to make sure to have at least **90% participation** from faculty. **Date** and **Attendance** of consensus needs to be recorded along with the % if applicable.
3. Branding

Marketing School Culture and Identity
Logo Contests

Rise up and be responsible. Be respectful. Be safe.

Be responsible. Be respectful. Be safe. That’s the ‘viking way’.

RESPECT
Branding

Eisenhower Generals are reaching for the STARS
We are STRONG, THOUGHTFUL, AMBITIOUS, RESPONSIBLE, SUCCESSFUL

Be Responsible
Be Respectful
Be Safe

Charlie approves this Message

"You respect me when I... use positive language and support my peers."
-Hannah Huber

PREPARED RESPECTFUL IMPROVING DEDICATED EXEMPLARY
# Bonneville Junior Behavior Matrix

<table>
<thead>
<tr>
<th></th>
<th>Hallway</th>
<th>Classroom</th>
<th>Cafeteria</th>
<th>Bathroom</th>
<th>Courtyard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responsible</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walk on the right side of hallway</td>
<td>Raise hand to participate</td>
<td>Keep it clean</td>
<td>Use time wisely &amp; for intended purpose</td>
<td>Keep it clean</td>
<td></td>
</tr>
<tr>
<td>Move with a purpose</td>
<td>Keep it clean</td>
<td>Stay on task and complete assignments</td>
<td>Wash hands with soap</td>
<td>Walk</td>
<td></td>
</tr>
<tr>
<td>Keep it clean</td>
<td>Stay on task and complete assignments</td>
<td>Keep it clean</td>
<td>Wash hands with soap</td>
<td>Keep it clean</td>
<td></td>
</tr>
<tr>
<td>Wear hall pass</td>
<td>Stay on task and complete assignments</td>
<td>Keep it clean</td>
<td>Wash hands with soap</td>
<td>Keep it clean</td>
<td></td>
</tr>
<tr>
<td><strong>Respectful</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KYHFOOTY</td>
<td>KYHFOOTY</td>
<td>KYHFOOTY</td>
<td>KYHFOOTY</td>
<td>KYHFOOTY</td>
<td>KYHFOOTY</td>
</tr>
<tr>
<td>Follow directions</td>
<td>Follow directions</td>
<td>Follow directions</td>
<td>Follow directions</td>
<td>Follow directions</td>
<td>Follow directions</td>
</tr>
<tr>
<td>Use respectful voice &amp; language</td>
<td>Use respectful voice &amp; language</td>
<td>Use respectful voice &amp; language</td>
<td>Use respectful voice &amp; language</td>
<td>Use respectful voice &amp; language</td>
<td>Use respectful voice &amp; language</td>
</tr>
<tr>
<td>Respect property</td>
<td>Respect property</td>
<td>Respect property</td>
<td>Respect property</td>
<td>Respect property</td>
<td>Respect property</td>
</tr>
<tr>
<td><strong>Ready to Learn</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be on Time</td>
<td>Be on Time</td>
<td>Be on Time</td>
<td>Be on Time</td>
<td>Be on Time</td>
<td>Be on Time</td>
</tr>
<tr>
<td>Have necessary items with you</td>
<td>Have necessary items with you</td>
<td>Have necessary items with you</td>
<td>Have necessary items with you</td>
<td>Have necessary items with you</td>
<td>Have necessary items with you</td>
</tr>
<tr>
<td>Take care of necessary things before going to class</td>
<td>Actively and appropriately engage in lesson</td>
<td>Take care of necessary things before going to class</td>
<td>Return to class in a timely manner</td>
<td>Take care of necessary things before going to class</td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Responsibility</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be at doorway</td>
<td>Post and teach classroom expectations</td>
<td>Do lunch duty</td>
<td>Limit hall pass use 1st and last of class</td>
<td>Do lunch duty</td>
<td>Do lunch duty</td>
</tr>
<tr>
<td>Recognize and reward positive behavior</td>
<td>Recognize and reward positive behavior</td>
<td>Recognize and reward positive behavior</td>
<td>Clean hall pass</td>
<td>Recognize and reward positive behavior</td>
<td>Recognize and reward positive behavior</td>
</tr>
<tr>
<td>Intervene and reteach</td>
<td>Intervene and reteach</td>
<td>Intervene and reteach</td>
<td>Intervene and reteach</td>
<td>Intervene and reteach</td>
<td>Intervene and reteach</td>
</tr>
</tbody>
</table>
Align Branding to Area-Specific Behavior Expectations

**GRIZZLY PRIDE IN THE CLASSROOM**

**Preparation**
Be in your seat on time with your binder, completed homework, and all classroom supplies.

**Respect**
Keep hands and feet to yourself, follow teacher directions, and be kind to other students and also their property.

**Integrity**
Do your own work and always give your best effort.

**Dedication**
Be on task by taking Cornell Notes, review notes often, and be fully engaged in classroom activities.

**Excellence**
Get ready for college by doing your best work at all times, asking thoughtful questions, and exceeding expectations.

**Safe**
Maintain an orderly line

**On Time**
Arrange in commons prior to tardy bell

**Accountable**
If you see something, say something (tell an adult)
Stay in assigned areas
Keep your hands on your own belongings

**Respectful**
Be kind to others and avoid conflicts
Use appropriate language
Keep food and trash in appropriate places

**Be Responsible**
Use clean and positive language
Use calm voice
Maintain personal space and traffic flow

**Be Accountable**
Hall passes—use only in approved periods and with teacher permission
Use turnstiles
Near hall passes
Stay together when waiting with a class

**In the Hallway**

**Be Connected**
Assist with dropped supplies
Hold doors open
Respect others and their problems

**We are**
Always responsible when we:

- Move with a purpose
- Value personal space
- Limit PDA
- Use appropriate language

**You are**
Excellent when you:

- Seek positive solutions to end conflicts
- Leave it cleaner than you found it
- Use higher level vocabulary
4. Explicitly Teach Expectations
Granite PBIS School Expectation Videos

tinyurl.com/jfnyj4a
5. Reinforcement Systems
Immediate Reinforcement

Liger Pride 5
Following School-wide expectations!

- Positive
- Respect
- Improvement
- Dependable
- Effort

Name: ____________________________
Grade: _______ Given by: ____________

That’s the Viking Way

Respect
Responsible
Ready to Learn

Respect
Responsibility
Excellence

Immediate Reinforcement

Golden Ticket
Principal

GOLDEN TICKET

Soaring Hawk Award
Hunter Junior High

Safe
On Time
Accountable
Respectful

Comments: _____________________

Teacher: ________________________
Student: ________________________
Date: ___________________________

Charger Check

Teacher: ________________________
Student: ________________________
Grade Level: ________
Charger was caught being:
- Responsible
- Respectful
- Safe

Take ticket to room 215 during Charger Time on Mondays or Wednesdays.
Redemption

COLT STORE MENU:
(10 Golden tickets = 1 White ticket)

- Pencils - 1 Yellow ticket
- Pens - 3 Yellow tickets
- Stickers - Coming soon
- Water Bottles - 1 White ticket / 10 yellow
- T-shirts - 3 White tickets / 30 Yellow
- Sweatshirt - 5 White tickets / 50 Yellow

Redeem in Room 109
(before school, lunch, or after school)

Price List

- Chips / Snack Cake........... 200 Points
- Cookies / Candy............... 200 Points
- Drink............................. 200 Points
- Candy Bar....................... 300 Points
- Water Bottle.................... 200 Points
- Hat................................. 1500 Points
- Phone Pass for May........... 200 Points

CYPRUS ACTIVITY ADMISSION TICKET

- Football
- School Play
- Concert
- Basketball
- School Musical
- Concert

TAKE TICKET TO THE EVENT OF YOUR CHOOSING
6. Student Groups
Examples of Student Tasks:

- Input on which behavior problems they see
- Poster design
- Incentive surveys
- Reward system help
- Liaison with staff
- Video creation
- Lesson teaching
- Assemblies
Student Run Assemblies and Video Planning

**OUR PROUD CRUSADER CLAN – STUDENT LEADERSHIP TEAM**

**RESPONSIBILITIES & DUTIES:**
- Welcome new students and provide tour of school and classes
- Attend and monitor evening events
- Help with lunch line and monitoring the hallways
- Over the assemblies and provide pride to the Student Body Officers
- Create Expectation Videos for school-wide use – during advisory classes
- Deliver morning announcements
- Model and promote school-wide expectations

---

<table>
<thead>
<tr>
<th>Group/Student s</th>
<th>Behavior</th>
<th>Description</th>
<th>Dialogue</th>
<th>Props Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Media</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Atticus &amp; Sophia</td>
<td>Wait your turn in line. Walk your trash to the can</td>
<td>Waiting in line talking quietly and being respectful. Atticus has trash, and almost throws it, but makes the good decision to drop it in the can. Sophia pops out from behind the trash can and congratulates Atticus.</td>
<td>Atticus= &amp; Sophia = Talking about class, a test they just took etc. Atticus= as he is about to throw his trash “this is wrong” Sophia= Great job! Always remember to walk your trash to the can.</td>
<td>Trash</td>
</tr>
<tr>
<td><strong>Group 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Austin</td>
<td>KYFOOTY</td>
<td>Sit at the tables and each eat their own food.</td>
<td>Austin= did you think that test was hard? Jaxon= Yeah, I am not sure how I did.</td>
<td>Lunch sacks with food.</td>
</tr>
<tr>
<td>Jaxon</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alexi</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Group 3**     |          |             |          |              |
| Historians      | Walk Use Positive Language | Sitting at a lunch table talking. Then get up and walk out. | Sadie= Did you remember we have a test next period? Toby= Oh no! Maggie= Let’s go study right now! | Lunch sacks |
| Maggie          |          |             |          |              |
| Sadie B.        |          |             |          |              |
| Toby L.         |          |             |          |              |
7. Correction Systems
Know Your Office Referrals and Minor Incidents

What issues are handled by faculty and staff?

What issues are handled by administration?

Make sure all staff members know what is an Office Referral, what is a Minor Incident, and the procedures for dealing with both.
BONNEVILLE JUNIOR HIGH
Behavior Intervention Steps

Teacher
Step 1
Verbal Redirect/Review Expectations

Teacher
Step 2
Refocus Form (Document as MINOR INCIDENT)

Teacher
Step 3
Think Time Form (Document as MINOR INCIDENT)
+ Parent Contact – Required (call, text, email, etc.)

Teacher
Step 4
Teacher’s Choice of Intervention
Parent Meeting, Seat Change, Time Out, Loss or Privilege, etc.
(Document as MINOR INCIDENT)

Administration
*If behavior is chronic (document as Chronic Minor), intense, or requires more than 5 minutes to de-escalate, student goes to the office. (Document as an OFFICE REFERRAL)

IMMEDIATE OFFICE REFERRAL

Physical Injury to Self or Others, Fighting, Threats to Harm
Weapons, Explosives, Dangerous Devices
Vandalism, Destruction of Property
Thief, Arson, Lighter, Matches
Drugs, Alcohol, Tobacco, Vaping, Illegal Substance Use/Distribution
Sex Offenses, Sexual Harassment, Continued Harassment

Office referrals
- Assault
- Bullying/Discipline
- Chronic behavior/attendance
- Computer use
- Directed profanity
- Dress code
- Drugs alcohol, tobacco
- Failure to follow through on consequences
- Gang activity
- Mutual fighting
- Plagiarism
- Play fighting
- Sexual harassment
- Theft
- Threat, harassment, intimidation
- Truancy, leaving school
- Unprepared — no binder
- Vandalism

GRANITE PARK JUNIOR HIGH
Discipline Decision Tree

MINOR INCIDENTS

Step 1: Verbal Warning/Redirection
- Restate expectations/rules
- Clarify what behavior did not meet expectations

Step 2: Teacher/Student Conversation
- Retrace expectations
- Possible seat change and/or classroom interventions

Step 3: Think Time
- Review BT sheet with student when appropriate
- Document in Ed Handbook as Minor Incident

Step 4: Parent Contact
- Phone Call, Email, Home Visit Committee
- Document in Ed Handbook as Minor Incident

Step 5: Office Referral
- Document in Ed Handbook as Office Referral
- Basing concerns to grade level or MTSS learn if behaviors are chronic

OFFICE REFERRALS
- Cheating
- Class disruption (call outs, side conversation, out of seat, off task)
- Computer violation
- Dress code (flexible in class)
- Insolence
- Non-directed profanity
- PDA
- Refusal to do work
- Sleeping in class
- Tone attitude
- Unruly
- Unprepared

IMMEDIATE OFFICE REFERRAL
- Document in Ed Handbook
BONNEVILLE JUNIOR HIGH
Behavior Intervention Steps

Teacher
Step 1: Reminder of Expectations

Teacher
Step 2: Refocus Form
Fill out the refocus form and return to teacher.

Teacher
Step 3: Think Time Form + Parent Contact
Fill out think time sheet in assigned classroom, return sheet, and meet with teacher after class and parent contact.

Teacher
Step 4: Behavior Intervention of the Teacher’s Choice

Teacher
Step 5: Referral to Administration

Churchill Junior High
Discipline/Consequence Decision Tree

Student Consequences

Step 1: Reminder of Expectations

Step 2: Fill out the expectation sheet and return to teacher.

Step 3: Think Time Sheet filled out in another classroom, meet with teacher after class or after school, and parent contact.

Step 4: Behavior intervention of the teacher’s choice:

Step 5: Meeting with Administration (office referral)

*** Any severe behavior will be an automatic office referral.
Section 2

How many times have you used the decision tree?

- 1-3 times
- 4-6 times
- 7-10 times
- more than ten times

Section 3

What comments, suggestions or questions do you have about the refocus and/or think time form?

- It's good, asked students who have used it if it changed their behavior, said no.
- I think something similar to question 4 (What will I do next time...) from the Think Time form should also be on the Refocus form.
8. Focus on Freshmen
Adopt Career Choices curriculum

Freshmen Academy Summit with Mimi Kato and Brigid Flannery, U of Oregon

Freshmen Academy Summit 2
Expand curriculum
Develop curriculum maps
Develop scope and sequence
Develop benchmark exams
Partner with AVID/LIA

Hire Freshmen Academy specialist
Refine 5-year plan
Create 9th grade teams
Use Data Decision Rules

Freshmen Academy

High School Reconfiguration Begins:
2013-Granger High    2014-Kearns High    2015-Hunter High    2016-Cottonwood and Cyprus High    2017-Skyline High
No freshman student will leave 9th grade credit deficient
Early Warning System

- In-class grade and attendance tracking
- 9th grade team data reviews

Interventions

- Tier I:
  - Common classroom practices
  - PBIS Reinforcement system

- Tier II:
  - Check-in/Check-out
  - Attendance Success Plan

- Tier III:
  - Counselor/Admin Intervention
Freshmen Academy Organizational Structure

**Freshmen Academy**
- 9th Grade Core teachers, counselor, Admin, plus Freshmen Success/AVID/LIA class teachers

**Freshmen Success Class**
- All Freshmen registered 1st Semester
- 2nd Semester course for students needing additional support

**Individual Student**
- Weekly teacher conferences
- Navigating High School
- High School and Career Planning
- Individualized help as needed

Ongoing Support for Freshmen
Outcome Data
Churchill Junior High: Cohort 1

Referral Data Showing 2-Year Trends

Office Discipline Referrals

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>939</td>
</tr>
<tr>
<td>2016-2017</td>
<td>689</td>
</tr>
</tbody>
</table>

Referral Data Showing 2-Year Trends
Implemented PBIS with a focus on attendance in January 2017
Granite Park Junior High: Cohort 1

WHEN?

Before School

159 vs 22

2015-16 vs 2016-17
Fidelity Data

- SAS Survey: Pre-implementation/Follow-up
- SET: Annually until school has 80% on all measures
- TFI: Annually once school has achieved fidelity on SET
- TIPS: Quarterly with each school team

Teams examine the data with their coaches to set goals and design their action plans.
Fidelity Data-SET
Lessons Learned

- Consensus
- Communication
- Administrative Involvement
- Team Empowerment
- Pacing
- Feedback Loop/Accountability

Successes

- Student Involvement
- Good Teaming Practices
- Cohort Structure
- Coaching
Webpage Resources:

[GraniteDistrictPBIS.weebly.com]
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Questions?
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- Online underneath the posted presentations at www.pbis.org/presentations/chicago_forum_17
- Via paper form from your session facilitator
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Manchester Grand Hyatt San Diego, One Market Place

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Skill-Building Workshops: MARCH 31
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Networking
Posters
Exhibits

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