

APEX II: Linking PBIS, Intensive School-to-career transition and Student Leadership

A New Hampshire Dropout Prevention Initiative

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Thanks to APEX II Partners

- The NH Department of Education, Bureau of Special Education
- The Institute on Disability, UNH
- The NH Center for Effective Behavioral Interventions and Supports at SERESC
- Main Street Academix, Inc
- National Dropout Prevention Center
- 10 High schools throughout the state

Thanks to Our Friends and Mentors

- Lucille Eber, Ed.D., State Director, Illinois Positive Behavior Interventions & Supports Network
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- Howard Muscott, Ed.D., Director, NH Center for Effective Behavioral Interventions and Supports
- Hank Bohanon, Ph.D. Assistant Professor of Education, Loyola University of Chicago

APEX II

- Funded by the U.S. DOE Office of Elementary and Secondary Education under its Dropout Prevention Initiative
- 2006- 2009
- 10 participating high schools in NH with the highest annual dropout rates
- Regular Education, high school reform
- Our staff (the institute on Disability at UNH) use the “consultant expert” model to provide PD and support

APEX II Model

- Schoolwide PBIS in the high schools
- Intensive model, RENEW, developed in NH in 1996
- Student Leadership
- 8th to 9th grade transition

APEX Model Logic

- If... high schools adopt the 3-tiered PBIS model of behavioral support... then...fewer students will fail classes and more students will stay engaged and on track for graduation
- If...high schools adopt the RENEW student led planning and support process ...then... more students who are far behind for graduation or what have dropped out will finish high school

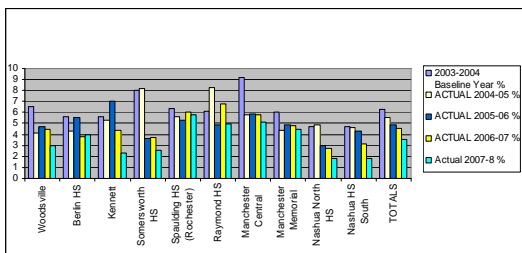
APEX II Logic Model (cont.)

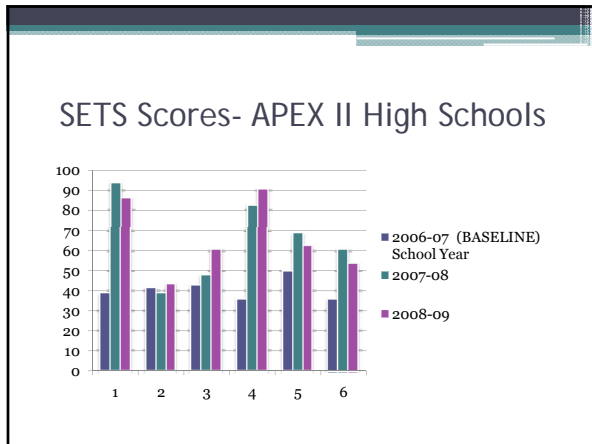
- If...there is a seamless transition from 8th to 9th grade for students with behavior and academic needs... then...more of those students will be successful in high school
- If... a representative group of students are given support to gather data about the culture and climate in their school and are developed as full partners in the PBIS implementation process...then... the PBIS initiative will be more successful

Does it Work? Is it Worth the Effort? Implementation

School	SW-PBIS	Targeted (Tier 2)	RENEW	Student Leadership	8 th -9 th Transition	SET (2008)
1			X	X	X	48/10
2	X	X	X	X	X	95/70
3	X		X			39/40
4	X	X	X	X	X	83/70
5	X			X	X	69/60
6					X	34/10
7	X		X	X	X	61/50
8	X		X	X		55/40
9						42/20
10						N/A

APEX II Schools Annual Dropout Rates





Example of SW-PBIS: Using the PBIS Model to Improve NECAP Test Scores at the High School Level (School #2)

Berlin High School
550 Willard Street
Berlin, NH 03570
752-4122

History of Berlin High... the abridged version

<u>Successes</u>	<u>Recent trouble area</u>
<ul style="list-style-type: none"> • Sports • Advanced Placement & SAT scores • Band/Chorus • FCCLA and other clubs • Acceptances from top colleges 	<ul style="list-style-type: none"> • School In Need of Improvement (SINI) for the past four years due to NECAP scores <ul style="list-style-type: none"> ◦ Disaggregated populations <ul style="list-style-type: none"> • Socio-Economically Disadvantaged Students (SES) • Those on Individualized Education Plans (IEPs) ◦ 2007-2008 results also indicated lack of progress from the group as a whole in mathematics

**This is a school / community-wide problem.
How should we tackle it?**

Points Made During Discussions

- Few students take the test seriously
 - Blank/sparsely filled areas on Writing portion
 - Students finish early then have nothing to do
 - Absenteeism
 - Randomly filling in the circles
 - Teachers report that they KNOW their students are learning more than they're displaying on the tests
 - Math/Science/English classes use NECAP released questions
- Teachers speaking negatively about the tests to students
- Administration was already working on the testing schedule – trying to eliminate distractions and reduce loss of class time for juniors

**Function Behind Their Behavior?
AKA: Why Aren't They Motivated?**


Gathered data (informally)– UT mtg., class discussions...

- Lack of understanding & communication regarding reasons and importance of testing and results
- Lack of ownership - No grade attached
- Feeling of hopelessness – “I don't know all the answers so I'll never do well.”


Teaching Teachers

Be Knowledgeable
Be able to answer student questions of "Why this test is important?"

- Used to measure students' knowledge
- Sets the amount of grant money received
- Helps with college or job acceptance by improving the community's perception of our school
- Attracts businesses to the area
- Becomes part of students' permanent record
- Lousy scoring –less money-cuts in sports, technology, clubs, etc.
- Good scoring = celebration
- Good scoring = self appreciation



Approach Testing with Positive Attitude



- If you're happy they're happy.
- Your outward and inward attitude is reflected, students "buy in" to taking the test

Say Encouraging Words

- Nice job.
- That's a commendable job.
- Wonderful!
- Fabulous!
- You can do it!
- Good going!
- You're great!
- Great!
- Good job.
- Good work.
- Keep up the good work.
- Great!
- Conced!
- Wow!
- Great job!
- Now you've got it!
- Awesome!
- Outstanding!
- Superior!
- Fantastic!
- Very much improved.
- Right on.
- Outstanding!
- Glad to see you here

Be Encouraging



- Try your best.
- Take your time
- Do your best to finish
- The foundation of lasting self-confidence and self-esteem is excellence and mastery of your work.

Hey, Be Ready for NECAP!

NECAP testing is right around the corner and this year, we're doing it right! The week of October 6-9 will run on a delayed entry schedule (see reverse), so you won't miss classes! And guess what...we're having a real breakfast just for you on Monday, Oct. 6! Shift your face and start your study during testing week! Show us how many primary parents you have in your class by raising test scores this year and we'll plan a BIG celebration in your honor!

PLUS:
We will have daily raffles and a raffle at the end of the week to give \$100 to a lucky Junior with perfect attendance!

Test taking tips:

1. Get a good night's sleep!
2. Eat a good breakfast!
3. Take your time on the test!
4. Think of what you'll do to relax when the test is over!

Be a smartie and we'll have a party!

What's the big deal?

1. Some colleges DO look at these scores! You could get extra scholarship money!
2. If BHS is successful, we will get more federal money, making it possible to improve our school!
3. A community with a good school who is not "in need of improvement" will attract more businesses and people to the community...that means more jobs and opportunities for you!
4. Party in the spring...need we say more?

NECAP Schedule:
Juniors arrive at normal time (7:30).

7:30-10:30 NECAP testing

10:30 - Entrance ball
10:40-11:20 Block 3 for students w/ 2nd lunch
10:40-11:04 4th lunch
11:00-11:50 Block 2 for students w/ 1st lunch
11:20-11:52 2nd lunch
11:57-12:00 Block 1
12:45-1:28 Block 2
1:30-2:16 Block 4

Teaching Students

Positive Self -Talk

- I am what I think I am.
- I can do it.
- I will do well if I give it my best
- Confidence comes from Doing
- Its easy
- I know how to do it
- It will get easier the more I do.
- I'm going to give it my all.
- I won't know until I try
- Good work = Success
- Clever!
- Correct!
- Wow!
- Now I've got it!
- Awesome!
- I have a lot of talent
- Superior!
- Fantastic!
- Very much improved.
- Right on
- Outstanding!
- Glad I did it.

Multiple Choice

- Read questions 1st
- Come up with your own answer before you choose
- Eliminate choices
- Take educated guesses
- 1st guess is usually right.
- More information on a M/C is usually the correct answer

Outcomes

Expected:

- Significant increase in students scoring proficient and above in all test areas
- Increased reliability/validity of data for department analysis

Unexpected:

- Attendance
- Overwhelming staff support!
- Report from teachers – Exactly opposite of prior years: Not enough time provided on each test!!!!
- Disaggregated group attitudes and effort
- Each junior scored at least 1 point on each writing assignment – No blank tests!!!!
- **Connections made !!!**

OK!!!! AH-HA!!!

- Berlin HS raised test scores by 14-26% WITHOUT CHANGING THE CURRICULUM OR INSTRUCTION IN THE CLASSROOM.
- Berlin HS raised test scores by 14-26% by focusing on the TEST TAKING BEHAVIOR... of the adults.... Of the students....

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Case Study # 2: Somersworth HS Targeted and Tertiary (School #4)
 Evolution of Targeted Team

- Identified a team that already focused on at-risk students (Student Intervention Team)
- Consensus to re-structure the team (membership and procedures)- Winter 2006
- Training: received formal training and weekly technical support
- Began using SWIS data to ID students
- Began using Functional Behavioral Assessment

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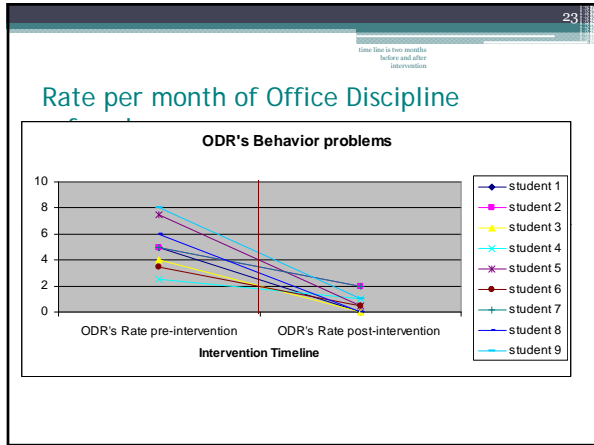
Team mission and Objectives

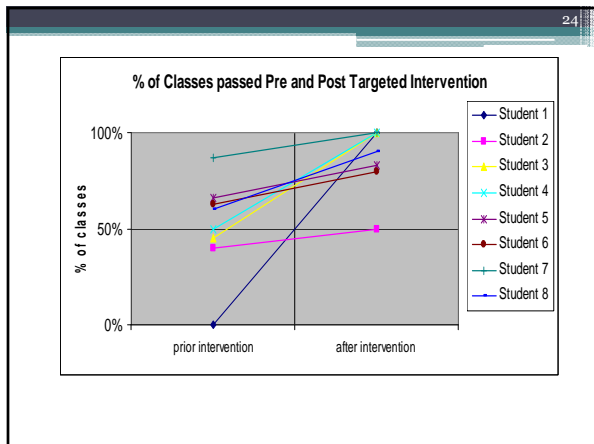
- **The mission of the Targeted Team is to increase the likelihood of positive behavior and academic achievement of students.**
 - The objectives include:
 - To work with students at risk for development of chronic behavioral concerns.
 - To identify reliable predictors of students behavior.
 - To determine likely function of behavior and recommend function based behavior support plans.
 - To assist and support teachers, students, and parents in achieving efficient and effective interventions.

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Interventions used

- Check In Check Out
- Mentoring
- Credit recovery
- Social skills
- Homework lab
- Home setting involvement
- Counseling
- Pass system
- RENEW
- Student Leadership Referral.





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Somersworth Tier 3: RENEW

Empowerment, Natural supports, Education and Work (RENEW), an intensive individualized school-to-career service for the most at risk students

- APEX II grant provides facilitator and training for mentors
- SHS & CTC has 15 trained mentors
- Goal is to develop individualized, student-directed school-to-career plan for high risk students

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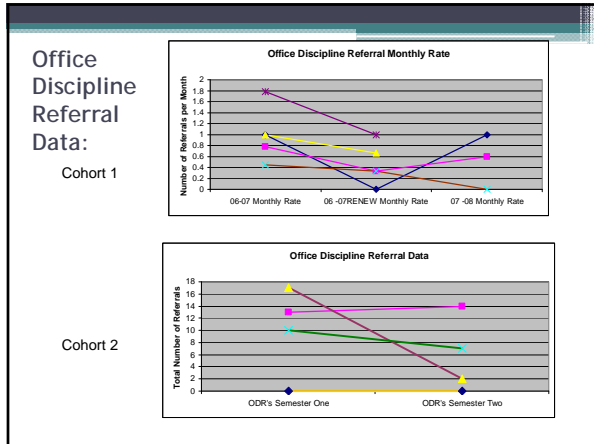
RENEW Strategies

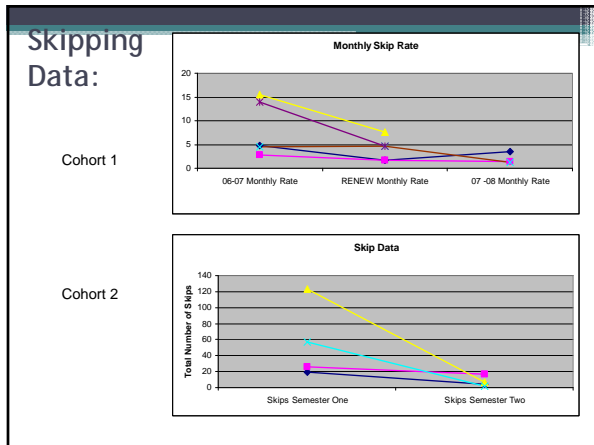
1. Person Centered Planning
2. Individualized Team Development and Wraparound services
3. Braided Funding (Individualized Resource Development)
4. Flexible Education Programming
5. Individualized School-to-Career planning
6. Naturally supported employment
7. Mentoring
8. Sustainable Community Connections

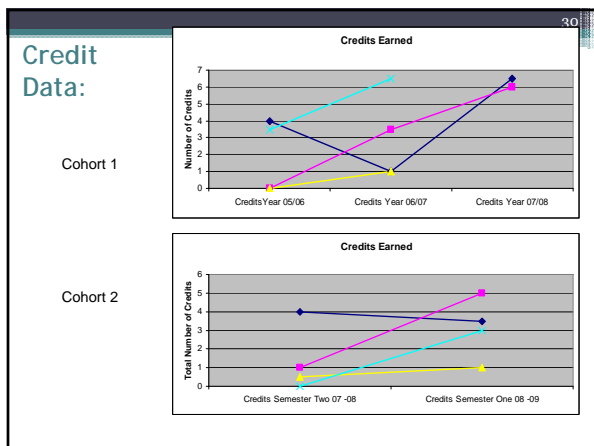
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RENEW Goals

- High School Completion
- Employment
- Post-secondary Education
- Community Inclusion- Linkages with community resources and supportive relationships







Student Leadership in APEX

- Student Leadership Groups
 - Main Street Academix at New England College-
 - Helped 6 schools form diverse student leadership teams
 - students used school culture and climate surveys to generate data
 - Use that data to develop action plans with the Leadership team
 - Individual leadership, self-advocacy is developed through the RENEW process

Where do we go from here?

- We hope we have established the credibility of PBIS as a tool to create school-wide reform in high schools.
- We are beginning to link PBIS with reform and redesign initiatives (such as Breaking Ranks, Smaller Learning Communities, etc.)
- We want to show that ALL students can “make it” in the regular high school

Contact US

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