

## Focus on High Schools: Secondary Level Supports Within a School-Wide Framework

Chris Borgmeier, PhD  
Portland State University  
Brigid Flannery, PhD  
University of Oregon

## PBS Big Ideas

- Create a school climate where EVERYONE feels welcome, wanted, and important
- **Commitment to serve ALL students, even the most challenging students**
- Increase consistency across staff & student in understanding behavioral expectations
- Increase ratio of positive to negative interactions throughout the school
- **Decrease use of punitive & exclusionary discipline; focus on alternatives to suspension & expulsion**

## PBS Big Ideas

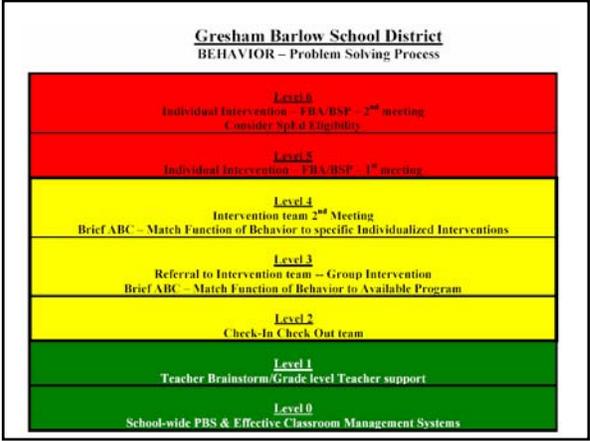
- Focus on what we can change
  - redefining the environment to set students up to be successful w/ behavior & academics
- Do the smallest things that have the biggest impact
  - If it's working don't change it
  - If it's NOT working.... be honest & be humble – listen
- Maximize our resources through data-based decisions and research based practices
- Successful **individual student behavior support** is linked to host environments or school climates that are effective, efficient, relevant and durable (Zins & Ponti, 1990).

## High School Tendencies

- Respond to serious problem behavior through a “Get Tough” response
  - 1) Repeating & restating consequences
  - 2) Increasing aversiveness of consequences
  - 3) Establishing a bottom-line (zero tolerance level)
  - 4) Excluding student from “privilege” of attending through Out of School Suspension & Expulsion
  - 5) Offering alternative ways of completing the high school experience (alternate placement)
    - Sugai & Horner (2002)

## Developing a Continuum of Support

- Requires:
  - A continuum of interventions
  - A process to identify students and match them to those interventions (earlier rather than later)



### To Implement Secondary Interventions, High School Staff must understand:

- a) Social skill fluency and generalized use should not be assumed
- b) Peer social culture must be considered in any implementation effort
- c) Not all students enter high school w/ the capacity to take responsibility for their learning success or failure
- d) Not all adolescents “know better” and natural consequences are not sufficient to change behavior
- e) Students are not always self-motivated by academic and social success

We need to **ACTIVELY** build this foundation of beliefs in our school

### Targeted Interventions

### Expanding Secondary Intervention Options

- 1) Efforts to increase student investment in school
  - Service learning projects
  - Student leadership opportunities for student subculture groups in school (based on ethnicity, interests, beliefs, etc.)
  - Alternate academic programming to engage students
- 2) Develop effective intervention system in school to support students with challenging behavior  
Strengthen existing systems-Function-based support

### Difference between Secondary & Tertiary Interventions

- Extensiveness of Assessment (**Function Based Assessment**)
  - Secondary = brief assessment of Function of Behavior
  - Tertiary = formal Functional Behavioral Assessment
- Individualization of Intervention
  - Secondary = Use available programs & behavioral intervention (match w/ function served); often offered in groups
  - Tertiary = full individual Behavior Support Plan

### We Must Maximize the Use of Resources to Serve ALL Students

To select the most effective and efficient interventions we need to:

- 1) Develop a range of effective systems & interventions to support ALL students
  - School-wide → Targeted Group → FBA/BIP
  - Use research-supported proven practices
- 2) Using efficient assessment practices to make informed intervention decisions that meet the individual needs of the student

### Make it easy and efficient at the secondary level

- Maximize the use of existing programs
  - Identify available programs and function of behavior that each can address
  - Interventions should address academic & social/behavioral (including cultural) supports
- Use available data (office referrals/SWIS data) to identify Function of Behavior
- Begin matching intervention with Function of Behavior in Pre-referral team meetings

## Match Available Resources w/ Function of Behavior

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• <u>Available Program &amp; Resources</u> <ul style="list-style-type: none"> <li>- Social Skills Class</li> <li>- Behavior Education Program</li> <li>- Homework Club</li> <li>- Library Helper</li> <li>- Counselor</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <u>Common Functions of Behavior</u> <ul style="list-style-type: none"> <li>- Adult Attention</li> <li>- Peer Attention</li> <li>- Escape Aversive Task</li> <li>- Escape Aversive Soc'l</li> <li>- Specific Skill Deficit                             <ul style="list-style-type: none"> <li>• Social, Academic, organizational skills</li> </ul> </li> </ul> </li> </ul> |
|---|--|



## See Handout

## Individual Student Intervention

Structures & Team Process

## Small Learning Communities

- Focus is on the 3 R's
  - Rigor, Relevance & Relationships
- 3 Houses
  - Silver, Red & Blue
  - 650-700 students in each house
- Teams within Houses
  - 60 students per team

## Small Learning Communities

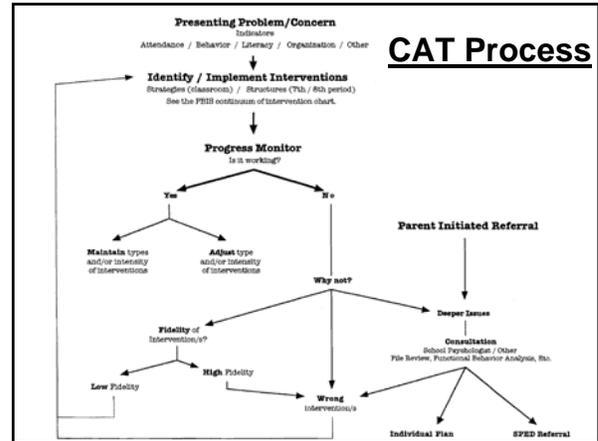
- Students move as a unit with administrator, counselor, campus monitor & SPED
- Social Studies & Lang Arts share an instructional block of time
- Science, PE/Health & Algebra connected to halls
- A CAT team – Intervention team meets for each team of 60-70 students within the school

## CAT Teams

- CAT team for each Team of 60-70 students
- Teams meet every 2-3 weeks using CAT meeting protocol
  - Teams use strategies & structures built in to 7<sup>th</sup>/8<sup>th</sup> period intensives

## Who is on a CAT team?

- Administrator
  - Campus Monitor
  - 2 Case Managers
    - Counselor
    - Special Educator
  - Lang Arts teacher (9<sup>th</sup> & 10<sup>th</sup>)
  - Social Studies teachers (9<sup>th</sup> & 10<sup>th</sup>)
  - Literacy Specialist
  - ESL teacher
- Serve a team of 60 students through meetings every 2-3 weeks



## Yellow Zone Interventions

Continuum of Supports &  
Restructuring the Day to Support  
an Intervention Model

### Yellow (secondary)...

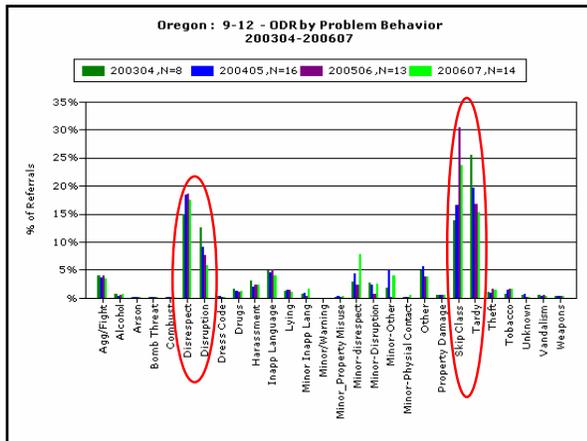
- ✓ Cultural Leadership Groups
  - Hispanic, African-American, and Native American Leadership Cadre
  - Somali Student Group, Pacific Islander Student Group
- ✓ Other Culturally Specific Groups
  - Latina Girls Talking Circle
- ✓ Other "groups"
  - Anger
  - Attendance
  - Girl's Self Esteem
- ✓ Academic Help Sessions
  - ELL Core Area Support
  - NYS Tutoring
  - Athletic AT
  - Reading Apprenticeship
  - Open Math Lab
  - Peer Coaching
  - Writing Workshop/Intensive
- ✓ Diversity Club Opportunities
  - Music Appreciation Club
  - Urban Dance Club
- ✓ Curriculum Teaming
  - Algebra - Geometry Survey

## Red Zone Interventions

Work in Progress

## 2007-08

- Priority: Red Zone & continuing improvement of Yellow Zone systems
- Monthly meetings to discuss Red Zone process and activities
- Working to more clearly integrate function-based support into CAT Process



## HS: Attendance & Tardies

### Caution – Attendance and Tardies

- Careful of Reactive responses
  - Not just about truancy reporting
- Need to do our part first to make school as positive & successful as possible

### Attendance concerns

- 1) Make school as positive as possible
- 2) Make life outside of school as boring/undesirable as possible
- 3) Support family to do #2 (utilizing community services)
- 4) Very Last Resort: Truancy reporting

### Use your Data

- Catch students early
  - Don't wait until:
    - they aren't showing up anymore
    - everyone is fed up with them
    - Student has completely given up
  - What are the primary early indicators?
    - Grades? Attendance? Referrals?
  - And When? – HS?, 9<sup>th</sup> grade?, MS?

### One Example: High Rate of Tardies

- Identified through data tardies an issue
  - ODRs
  - Staff survey
  - Student Survey
- Developed Individual Student Form to examine function

Current Status			Feature	Priority		
In Place	Partial in Place	Not in Place		High	Med	Low
			My department has established a tardy policy that is clearly defined and communicated to staff.			
			My department has established a tardy policy that is clearly defined and communicated to students.			
			The necessary procedures are in place to address tardy behavior in the classroom.			
			The necessary procedures are in place to address tardy behavior by administration.			
			Consequences are in place to discourage tardy behavior.			

Current Status			Feature	Priority		
In Place	Partial in Place	Not in Place		High	Med	Low
			Incentives are in place to encourage on-time behavior.			
			I am aware of the formal strategy for informing families about tardiness			
			I enter attendance on-line for both periods of each block.			
			In my class, at which points is a student marked absent instead of tardy •10 minutes •15 minutes •Depends on circumstances •Other-			
			Incentives are in place to encourage on-time behavior			

### Summary of Student Survey Responses Identifying Reasons for Tardies

	School A	School B
<b>Student/Social</b> e.g., Talking, At locker, In cafeteria, Illness, Overslept, Off-campus lunch, Fight	28% n=178	29% n=325
<b>Instructional</b> e.g., Don't like class/teacher, Late leaving prior class	11% n=70	21% n=239
<b>Routines/Environment</b> e.g., Passing time too short, Transportation/Parking, Class location, Start time, School Bells, Bathroom	61% n=390	50% n=561

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### Targeted students

- Students with 6 or more tardy referrals per quarter
- Contact person to check in daily with student
- Complete form
- Design intervention
  - if a student identifies that they are consistently tardy to a particular class because of issues with either the content level or instructor then as part of a tardy intervention they may be placed in a different course.

2005

Have the student indicate all reasons that they are tardy to class

<u>Social/Student</u>	<u>Instructional</u>	<u>Routine</u>
<input type="checkbox"/> Talking with Friends	<input type="checkbox"/> Late leaving class	<input type="checkbox"/> Passing time too short
<input type="checkbox"/> At locker/cafeteria	Why:	<input type="checkbox"/> Location of class
<input type="checkbox"/> Illness	<input type="checkbox"/> Don't like class	<input type="checkbox"/> Parking
<input type="checkbox"/> Overslept	Why:	<input type="checkbox"/> Bells/clocks
<input type="checkbox"/> Off-campus lunch	<input type="checkbox"/> Class too difficult	<input type="checkbox"/> Bathroom
<input type="checkbox"/> Don't sign in	Why:	<input type="checkbox"/> Transportation
<input type="checkbox"/> Trouble at home		<input type="checkbox"/> Day of week
<input type="checkbox"/> Trouble with peers	<input type="checkbox"/> Other: _____	

## Tasks for all of us

- Foster school readiness & commitment to serve at-risk and challenging students
- Increase Intervention options for students, expand continuum of interventions
- Integrate function-based assessment & intervention into Pre-Referral team process
  - Make available interventions clearly available to team
  - Become more effective at meeting individual student needs by matching to intervention based on specific needs/function of behavior

## Set Reasonable Expectations & Goals

- Choose your focus wisely
  - Don't be afraid to keep focus on Green Zone
  - Respect the amount of time it takes to make these things happen in schools
- What are the alternatives?
  - Is simply attending school better than....
    - Street involvement and what that entails
    - Staying at home playing video games all day
- What can we do?
  - Make school as positive as possible
    - Maximize student positive relationships in school
    - Maximize student interests/successes