What is School-wide Positive Behavior Support?

a *decision-making framework* that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important *academic and behavior outcomes for all students.*
Implementation in High Schools

- High Schools have implemented SWPBIS

- Adoption/Implementation of any initiative
  - Understand and attend to the key features of the initiative
    - Prevention
    - Define and teach positive social expectations
    - Acknowledge positive behavior
    - Arrange consistent consequences for problem behavior
    - On-going collection and use of data for decision-making
    - Continuum of intensive, individual interventions.
    - Administrative leadership – Team-based implementation (Systems that support effective practices)

Core Features of Implementation

- School Engagement and Success
  - ACADEMIC SUCCESS: ACADEMIC ENABLERS, LITERACY
  - PERSONALIZATION / SCHOOL BELONGING
  - FRESHMEN SUPPORT

- SOCIAL BEHAVIOR: ATTENDANCE, BULLYING, DISRESPECT
Implementation in High Schools

- High Schools have implemented SWPBIS
- Adoption/Implementation of any initiative
  - Understand and attend to the key features of the initiative
  - Attend to context (people, environment, culture, etc.)

Contextual Influences
- Size
- Culture
- Developmental Level
### Initiative/Committee/Team

<table>
<thead>
<tr>
<th>Initiative/Committee/Team</th>
<th>Purpose and SIP Goal Supported</th>
<th>Measureable Outcome</th>
<th>Target Group</th>
<th>Staff Involved</th>
<th>Overlap? Modify?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Committee</td>
<td>Increase attendance, Goal #2</td>
<td>Increase % of students attending daily</td>
<td>All students</td>
<td>Eric, Ellen, Marlee</td>
<td>Yes-fold to SW PBS/PBIS</td>
</tr>
<tr>
<td>School Climate Committee</td>
<td>Improve Climate, Goal #3</td>
<td>Improve Climate</td>
<td>All students and staff</td>
<td>Marlee, J.S., Ellen, Eric</td>
<td>Yes-fold into SW PBS</td>
</tr>
<tr>
<td>Safety Committee</td>
<td>Improve safety, Goal #3</td>
<td>Predictable response to threat/crisis</td>
<td>Dangerous students</td>
<td>Has not met</td>
<td>Yes-fold into SW PBS</td>
</tr>
<tr>
<td>School Spirit Committee</td>
<td>Enhance school spirit</td>
<td>Improve morale</td>
<td>All students and staff</td>
<td>Has not met</td>
<td>Yes-fold into SW PBS</td>
</tr>
<tr>
<td>Discipline Committee</td>
<td>Improve behavior, Goal #3</td>
<td>Decrease office referrals</td>
<td>Bullies, antisocial students, repeat offenders</td>
<td>Ellen, Eric, Marlee, Otis</td>
<td>Yes-fold into SW PBS</td>
</tr>
<tr>
<td>Student Support Team/Problem Solving Team</td>
<td>Goal #1</td>
<td># of referrals to SPED or other services</td>
<td>Some and a few students</td>
<td>Marlee, Tom, Darlene</td>
<td>Discipline, DIBELS, FACTS...</td>
</tr>
<tr>
<td>PBIS Team</td>
<td>Implement 3-tier framework to support behavior, Goals #2 and #3</td>
<td>Decrease office referrals, increase attendance, enhance academic</td>
<td>All students and staff</td>
<td>Eric, Ellen, Marlee, Otis, Emma</td>
<td>Yes-continue</td>
</tr>
</tbody>
</table>
Go Manchester
Job's for America's Graduates (JAGS)
Manchester School of Technology (MST)
VOC Rehab
JROTC
MCC
VLACS
Outward Bound
Citiyear
Upward Bound

WEST High School
Pyramid of Interventions and Supports

Developed 2010-2011: in collaboration with the RENEW Oversight Team, the Behavior Support Team, the Administration Team and with the help of West faculty and staff.

Level 1: Core/Universal Interventions and Supports
- Advisory
- Peer Tutoring
- JROTC
- Honors
- Student Orgs, Clubs, Sports
- Extended Learning Opportunity
- MIT
- Guidance
- Freshman Forum
- Climate/Culture
- After school department help
- CSSR
- ESL, ELL
- Library, Cafe

Level 2: Supplemental Interventions and Supports
- BST Check/Connect
- ALF
- EBD Program
- Autism Program
- GSIL
- NH JAGS
- Voc Rehab
- SAP (individual + group)
- Go Manchester
- Resource Room
- PASS
- Parent Involvement

Level 3: Intensive Level Interventions and Supports
- RENEW
- IPP
- BRA
- School Psychologist
- Outreach Coordinator

MANAGING AT SCHOOL
EBD Program
Autism Program
Manchester School of Technology (MST)
Resource
Guidance
Counseling/Personal Development
Student Assistance Program (SAP)
School Psychologist
Outreach Coordinator

WORK/CAREER
ALF
VOC Rehab
JROTC

CREDIT/ACADEMIC
GSIL (Granite State Independent Living)
Aplus
Extended Learning Opportunities
NHS Peer Tutoring
Go Manchester

COLLEGE/POST-HS EDUCATION
MCC
VLACS
Upward Bound
Citiyear

Educational Talent Search
<table>
<thead>
<tr>
<th>Name and Anticipated outcome</th>
<th>Who do we serve? What is the ticket in?</th>
<th># of student served</th>
<th>Name of staff &amp; funding</th>
<th>How do we measure student impact?</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMP – academic support</td>
<td>All students at SHS</td>
<td>150</td>
<td>Transition Specialist</td>
<td>Attending students are making academic progress *Can also meet Attendance Recovery requirement</td>
</tr>
<tr>
<td>Parent call</td>
<td>Any student</td>
<td>???</td>
<td>Not sure</td>
<td>???</td>
</tr>
<tr>
<td>Learning Lunch/ One-on-one tutoring</td>
<td>Any student who wants help referred by teacher, principal or student choice</td>
<td>20 per day</td>
<td>Transition Specialists</td>
<td>Attending students assignments completed</td>
</tr>
<tr>
<td>English 9 support class</td>
<td>Students who scored xx on OAKS test?</td>
<td>25 * 3 classes</td>
<td>Special Ed teacher</td>
<td>Grades?</td>
</tr>
<tr>
<td>Read 180</td>
<td>Students who scored xx on xx</td>
<td>25 * 3 classes</td>
<td>Special Ed teacher</td>
<td>Grades?</td>
</tr>
<tr>
<td>Check in/Making Connections</td>
<td>Students identified a) because just returning to school, b) dealing with a difficult issue, c) encouragement to attend class</td>
<td>???</td>
<td>Academic Teachers; Counselors; TS; Brandi</td>
<td>???</td>
</tr>
<tr>
<td>Parent Call</td>
<td>Any student who is considered to not be meeting academic or behavioral expectations (acknowledge students)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Getting Teachers on the Same Page

- **Words have meaning...What do they mean to you?**
  - Discipline                Office Referral
  - At Risk                   Tardy
  - Suspension               School Climate
  - Rewards                  Consequences
  - Graduation Requirements

- **School and district policies**
  - Tardy, attendance, homework, grade entry

- **Yeah buts**

---

Impulses vs planning*          Social – Peer influence

Judgment/risk taking*

Operate from emotions/anger*  

**Developmental Level**

Age of technology            Need for autonomy

Role in decision making       EWS – Freshmen/Sophomore drop out
Adolescence

- **Rapid changes in the brains of adolescents**
  - Greater instances of **risk taking**
    - “...neuroanatomical evidence suggests that learning and positive experiences help build complex, adaptive brains”
  - Powerful influence of **emotion**
    - Operate from emotions/anger impulses vs. planning (limbic/amygdala system more active)
  - Not that teens don’t understand the consequences but because they weigh risk versus reward differently
  - May need to acknowledge **lots of times** to take effect

- **Impulsivity**
  - Impatience/executive functioning—getting small reward now vs. waiting for larger delayed

- **Sensation seeking**
  - Love of novelty; It increases circle of friends

- **Greater need for autonomy**
  - Shared responsibility for shaping school experience
  - Adult attention/approval often less reinforcing

- **Peer Influence**
Size
Culture
Developmental Level
- Team representation, schedules
- Administrative role

Foundational Systems
- Data
- Leadership
- Communication

Contextual Influences

Who – Students, Staff, Administration
What – Language, Message
How - Traditional
DO WE HAVE AN EFFICIENT DATA SYSTEM?

- Are we collecting the right information?
  - What, when, where, who (why?)
- Is data collection & entry efficient?
  - Less than 15 sec to fill out, less than 30 sec to enter
- Do we get data in the right format?
  - Graphic format
- Do we get the data at the right time?
  - Before and during meetings
  - Data no more than 24 hours old
- Are data used for decision-making by all?
  - Data presented to all faculty at least monthly
  - Data available for whole school, small group and individual student evaluation
  - Data collected on FIDELITY (what we do) as well as IMPACT (student behavior)
Samples of Outcome Data

- State test results
- GPA

- Attendance
- Graduation/Dropout

- Office Referrals
- Suspension/Expulsion

Samples of Progress Monitoring Data

- Failed classes
- Homework completion
- GPA; core classes

- Attendance/Skip/Tardy
- School climate or engagement surveys
- On track/Drop out

- Office Referrals (disruption, disrespect)
- Suspension/Expulsion
- Behavioral health screeners
### Early Warning Indicators

<table>
<thead>
<tr>
<th>Off-Track Indicators</th>
<th>Course Performance in Core Subjects</th>
<th>GPA</th>
<th>Credits</th>
<th>FCAT</th>
<th>Attendance</th>
<th>Office Discipline Referrals</th>
<th>Additional Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>On-Track</strong></td>
<td>Meeting all graduation requirements</td>
<td>2.5 or more</td>
<td>Meeting credit graduation requirement for grad plan year</td>
<td>Level 3 or above or concordant scores within the same school year</td>
<td>4% or less absences per quarter or semester</td>
<td>3 or less Level I or minor referrals</td>
<td>Disenrollment due to curricular involvement</td>
</tr>
<tr>
<td><strong>At-Risk for Off Track</strong></td>
<td>Lacking 1 graduation requirement</td>
<td>2.0 to 2.49</td>
<td>Behind 1 Credits</td>
<td>Level 2 on FCAT</td>
<td>5% or more absences per quarter or semester</td>
<td>4 or less Level I and/or minor referrals</td>
<td>Level II ODRs per semester</td>
</tr>
<tr>
<td><strong>Off-Track</strong></td>
<td>Lacking 1 graduation requirements</td>
<td>Less than 2.5</td>
<td>Behind 1 credits</td>
<td>Not passed both sections of 10th grade FCAT or retakes</td>
<td>Not passed both sections of 10th grade FCAT or retakes</td>
<td>10% or more absences per quarter or semester</td>
<td>Level I and/or Level II ODRs per semester</td>
</tr>
<tr>
<td><strong>Highly Off-Track</strong></td>
<td>Lacking 1 or more graduation requirements</td>
<td>Less than or equal to 1.5</td>
<td>Behind 4 or more credits</td>
<td>Not passed 10th grade FCAT or retakes</td>
<td>Not passed 10th grade FCAT or retakes</td>
<td>15% or more absences per quarter or semester</td>
<td>5 or more Level II ODRs, for fighting/ profanity/ disruption per semester</td>
</tr>
<tr>
<td><strong>Extremely Off-Track</strong></td>
<td>Meeting no graduation requirements</td>
<td>Less than or equal to 1.0</td>
<td>Not meeting cohort graduation plan</td>
<td>Not passed 10th grade FCAT or retakes</td>
<td>Not passed 10th grade FCAT or retakes</td>
<td>Established pattern of severe behavior</td>
<td>Level II &amp; III ODRs</td>
</tr>
</tbody>
</table>

### Engagement
- Curricula implemented as prescribed
- Academic interventions
- Attendance initiative in place
- Availability of club membership and other extracurricular activities

### Behavior
- Behavior interventions and support implemented as prescribed
- Staffing of detention or mandatory school service

### Typical Interventions
- Early Warning Indicators
- Course Performance in Core Subjects
- GPA
- Credits
- FCAT
- Attendance
- Office Discipline Referrals
- Additional Factors
High School Implementation of SWPBIS

HS Contextual Influences → Key Foundational Systems → Core Features of Implementation → Key HS Focus Areas

Size → Data → Leadership → Communication

SOCIAL BEHAVIOR
ACADEMIC SUCCESS
PERSONALIZATION / SCHOOL BELONGING
FRESHMEN SUPPORT

Ryan Ruggles
Nicole Toepfer
Cardinal Heights Upper Middle School
Sun Prairie, Wisconsin
October 2013
Special Thanks: Betsy Leong and Christy Sheppleman

Cardinal Heights UMS: Overcoming challenges, building systems, and gaining support for PBIS at the secondary level.
Our Goal for the Day

- Identify common challenges to early implementation of SWPBIS and offer practical solutions and ideas to overcome those challenges.

Who we are...

| Ryan Ruggles, Principal of Cardinal Heights | Nicole Toepfer, Science Teacher, Club SMAC Advisor |

[Photos of Ryan Ruggles and Nicole Toepfer]
## Who we are...

<table>
<thead>
<tr>
<th>Cardinal Heights</th>
<th>Upper Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8th-9th building</strong></td>
<td>Split from the high school in 2010 and opened as a PBIS school.</td>
</tr>
<tr>
<td><strong>1,100 students</strong></td>
<td><strong>1,100 students</strong></td>
</tr>
<tr>
<td><strong>In our 4th year of implementation.</strong></td>
<td><strong>In our 4th year of implementation.</strong></td>
</tr>
</tbody>
</table>

### Cardinal Heights UMS

**2012-2013 Wisconsin PBIS School of Distinction**

- In Sun Prairie, WI. Suburb of Madison. *(Go Badgers!)*

#### Student demographics

- Free and Reduced 30.3%
- Special Education 15.8%
- Students of Color 31.5%
- ELL 7%+

- State Report Card; 75.9 (Exceeds Expectations).
PBIS Journey: Failure Data

Cardinal Heights and PBIS

- **Year 1: We’re excited! All about climate!**
  - How do we change behaviors or get the behaviors we want to see?
  - “Culture trumps strategy” (Daggett)
- **Year 2: Getting better, but need systems!**
  - Our data is good, coasted on culture.
  - Some specific targets. More intentional.
- **Year 3: Time to kick it up a notch!**
  - Work smarter, not harder. Better meetings. Teams fully developed. About the systems. PBIS Coach.
Challenges

• Staff Buy-in/Student Buy-in
• Organization of PBIS Leadership and Duties
• Money/Resources

Building Staff Support: Philosophy

• Why PBIS? This kid was told not to step outside...
• Hard conversations
• Discipline to change behavior or to punish?
• “They should know better?”
• Math/Literacy Intervention example
• Pro-active vs. re-active.
Building Staff Support: Focus

- Use data.
  - Let data tell the story. If the data is changing, the people will believe.
- Focus on Academics.
  - We do this to improve academics.
- Make it fun and collaborative.
  - Staff Recognitions, trophies, GOOSE Pass, Early Bird, shirts.

Insubordination Man

Will YOU Help Make the December Reward Day?

Be respectful
Be on time
Insubordination

- **Common language:** not following a reasonable request from a staff member.

- **2011-2012**
  - 204 Insubordination referrals

- **2012-2013**
  - 65 Insubordination referrals

---

**Staff Buy-in:** PBIS culture from the lens of an experienced teacher that is new to our building.

- Previous School – “the school wide behavioral plan was a focus on strict discipline/consequences.”
  - Does not translate well to a focus on academics.

- PBIS and Cardinal Heights – “Totally different. Managing behavior in this way very clearly results in a strong focus on academics.”

- “I have never been in a building where there is such a push to excel in all that we do.”
The best way to get student buy-in, is by having staff buy-in!

**Student buy-in at Secondary Level**
( Depends on these folks 🗣️)

---

**Teaching Students Expectations**

*Our template:*

- Use relatable media.
- Common language.
- Discussion guide/key points.
- Follow up.
Student Buy-in

- **Kick off**
  - First week of school is about focusing on teaching our PBIS expectations.
  - Spend the time up front and it will save you even more instructional time later!
  - Impact

- **Impact**

![Bar chart showing number of September referrals for different years](chart.png)

- **Reward Days**
  - One per quarter:
    - 2 are all school earned
    - 2 are individually earned

![Image of reward day](reward.png)
Student Buy-in

- Cardinal Cash
- School Store
- Shakedown
- Song of the day (Friday)
- Admin drop-ins
- Club SMAC
- House Competitions
- Cardinal Compliments

Strategies for Organization of PBIS Leadership and Duties

**Strategy 1: Communication**
- Yearly Calendar
- Staff Flip Chart
- Professional Development

**Strategy 2: Universal Team**
- School-wide Representation
- Meeting Agenda - TIPS

**Strategy 3: Subcommittees**
- Shared Leadership
- Subcommittee Roles

**Strategy 4: Student Voice**
- Establish a student run PBIS club
Maybe add a strategy 5: Building PBIS coach: organize...
Communication

- **Yearly “At a Glance” Calendar**
  - Staff Flip Chart to be given to every staff member and updated as needed.
    - Contains tabs for each tier of interventions specific to your building
    - T-Chart of office vs. teacher managed behaviors
    - Acknowledgments system
    - General PBIS language and ideas.

- **Professional Development**

Universal Team

- **Strategies for a Productive Team**
  - Has a team facilitator that is *not* an administrator
  - Communicates essential functions of the Universal Team to entire staff
  - Has a diverse representation (grade levels, departments)
  - Defined group roles and norms
  - Uses a detailed agenda to keep group focused - TIPS
  - Uses yearly calendar
  - Community member
  - New this year: parent rep
Subcommittees

- **Acknowledgements Team**
  - This was our first and most productive team.

- **Data Team**
  - Essential part, does not have to be as large as other teams.

- **Teaching Team**
  - Need creative people. Respected staff. Hard job.

- **Communication Team**
  - As we grew, became more essential.

Student Voice: Club SMAC

- Campaigns to positively impact change
  - Anti-bullying campaign (how we treat each other)
  - Courage Retreat
  - All school read - Egghead

- Make videos
- Fund raise to sponsor reward incentives
- This year: Global book drive
Strategies for Money/Resources

- Internal Coaches – getting creative with FTE.
- Duties – utilizing the talents in your building.
- Letters to local businesses (BEP).
- Reward days don’t have to be expensive.
- Use your school store.
- Look at how you use your time?!
  - School schedule.
- Summer Planning.

Resources: Community Connections

- **Caught in the Community**
  - Local Businesses put sign in their window
  - Give card to students “caught” doing something good.
  - Students turn card into their school office. Students are recognized.
All about continuous improvement...

- Small steps and goals for each year.
- What are your “biggest bang for buck?” or “best bet” practices you can start now?

- For C-Heights this year:
  - Maintain fidelity, no dips.
  - Engage Community and Parents.
  - Teaching tool library.
  - PD for new teachers.

- Insubordination Man Continued...

Thank you and good luck!
Lessons Learned... Take away message

1. Consider the **HS Context** in everything you do
2. Check your **Foundation** often
   1. Secure Leadership
   2. Build Ongoing Lines of Communication
   3. Align Data Systems
3. Get **Focused** - Zoom in and Out as you enter into practices

---

Monograph on SWPBS Implementation in High Schools: Current Practice and Future Directions (www.pbis.org)
- [http://www.pbismaryland.org/schoolexamples.htm](http://www.pbismaryland.org/schoolexamples.htm)
- [http://www.pbisillinois.org/schools/high-schools](http://www.pbisillinois.org/schools/high-schools)
- [http://miblsi.cenmi.org/MiBLSiModel/Implementation/HighSchool.aspx](http://miblsi.cenmi.org/MiBLSiModel/Implementation/HighSchool.aspx)
- [http://flpbs.fmhi.usf.edu/modelschools.cfm](http://flpbs.fmhi.usf.edu/modelschools.cfm)
- [http://ttac.odu.edu/pbisva/success_stories.htm](http://ttac.odu.edu/pbisva/success_stories.htm)


CONTACT INFO

Ryan Ruggles - Principal
Cardinal Heights Upper Middle School
rkrugl@spasd.k12.wi.us

Nicole Toepfer - 9th Grade Biology Teacher; CLUB SMAC Advisor
Cardinal Heights Upper Middle School
nmtoepf@spasd.k12.wi.us

K. Brigid Flannery
University of Oregon
brigidf@uoregon.edu