



Maximizing Success: Adapting Tier 2 Interventions for High School Implementation

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Introductions

Who are we?

Who are you?



What does PBIS look like in your high schools?



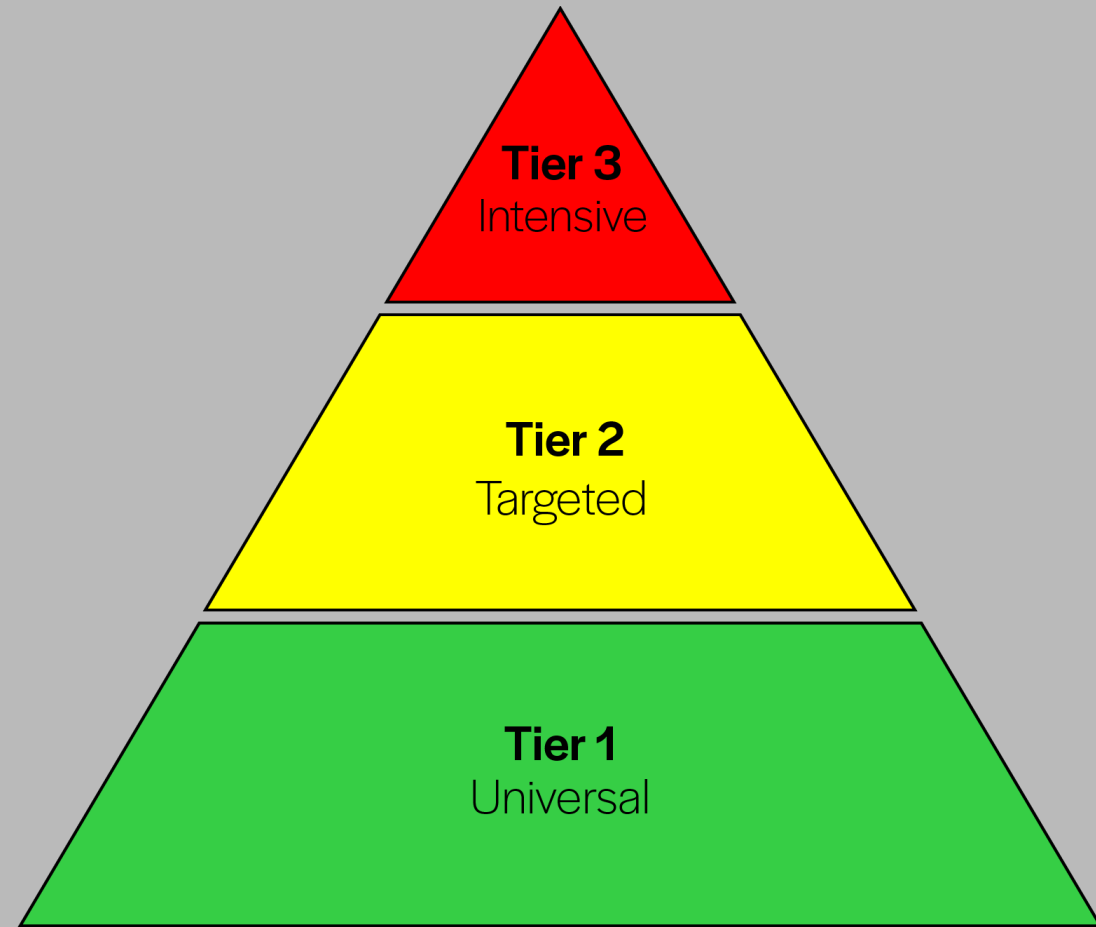
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Agenda

Why is high school different and what do we do about it?

How can we maximize the possibility of Tier 2 success?

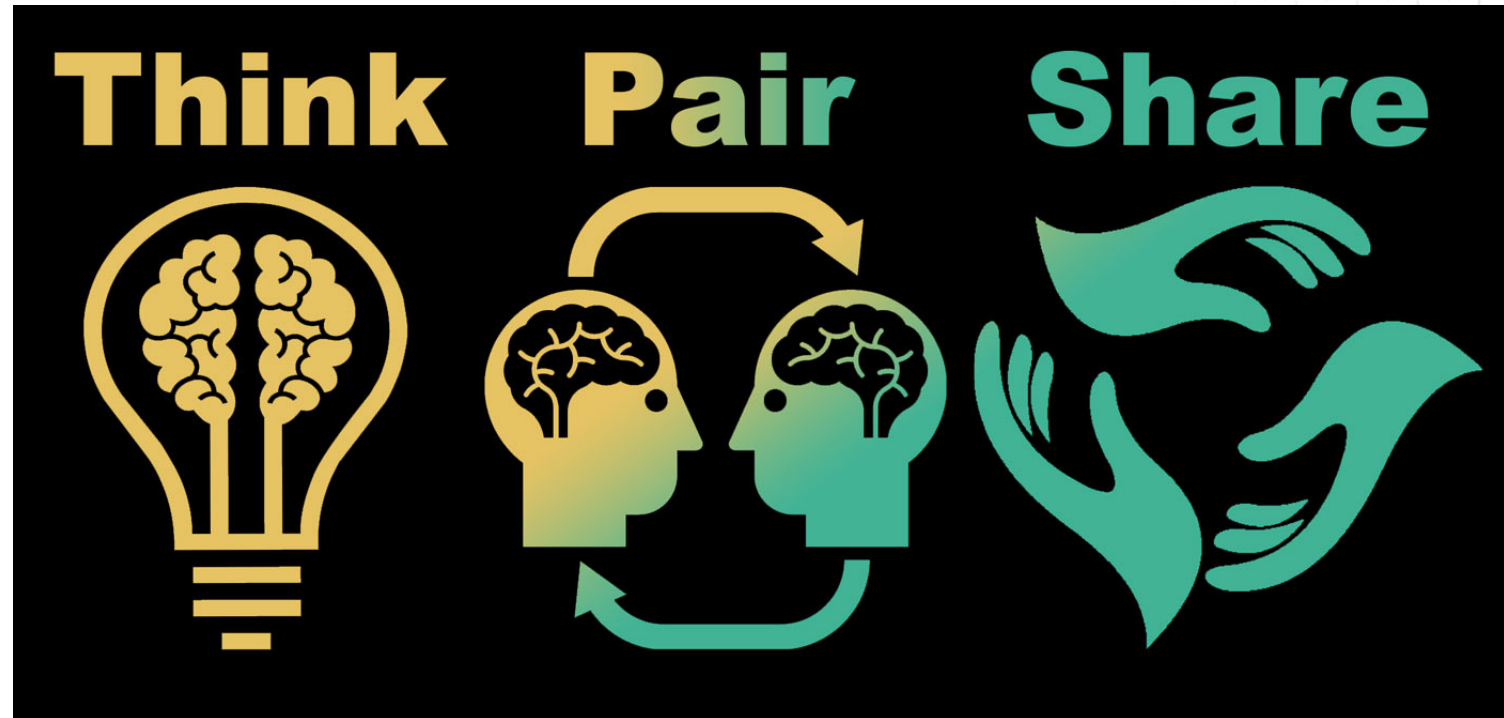
How do we adapt common Tier 2 interventions for high school?



Think, pair, share

Discussion

What is the greatest challenge you face when implementing PBIS in your high schools?



Adolescents & Behavior

Misconception

- Students should already know how to behave



Evidence

- **Adolescent brains are programmed for risk-taking behavior.** Your job is to motivate them to behave appropriately.
- **School social structures are weird.** Never assume students already know how YOU expect them to behave.

Adolescents & Behavior

Misconception

- We shouldn't need to reward students for behaving appropriately.



Evidence

- Adolescent brains release more **dopamine from positive feedback** than elementary-aged students or adults.
- Everyone likes to be thanked.
- "rewards" are anything that increases the likelihood of a behavior occurring again in the future

Adolescents & Behavior

Misconception

- Those interventions only work for little kids.



Evidence

- All Tier 2 interventions include **malleable factors**.
- These factors can be adjusted to better suit the **high school context**.

High School

Most behavioral supports are removed in favor of academic supports

Consequences for behavior become severe



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PBIS in High School

Can effectively improve school climate, graduation rates, reduce bullying.

YET, high schools are...

Slower to adopt PBIS

Slower to reach fidelity

Often perceived as developmentally inappropriate



Why is high school different?

Size

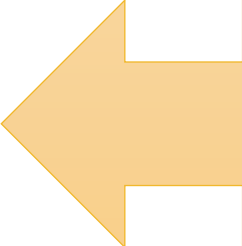
Large enrollment numbers
Diverse needs
Multiple classes per day
Academic departmentalization

Culture

Academic emphasis
Belief that students "should know how to behave"

Age

Desire for independence
peers > adults
Transition to adulthood



Consider these things when adopting new programs, initiatives, interventions, etc.

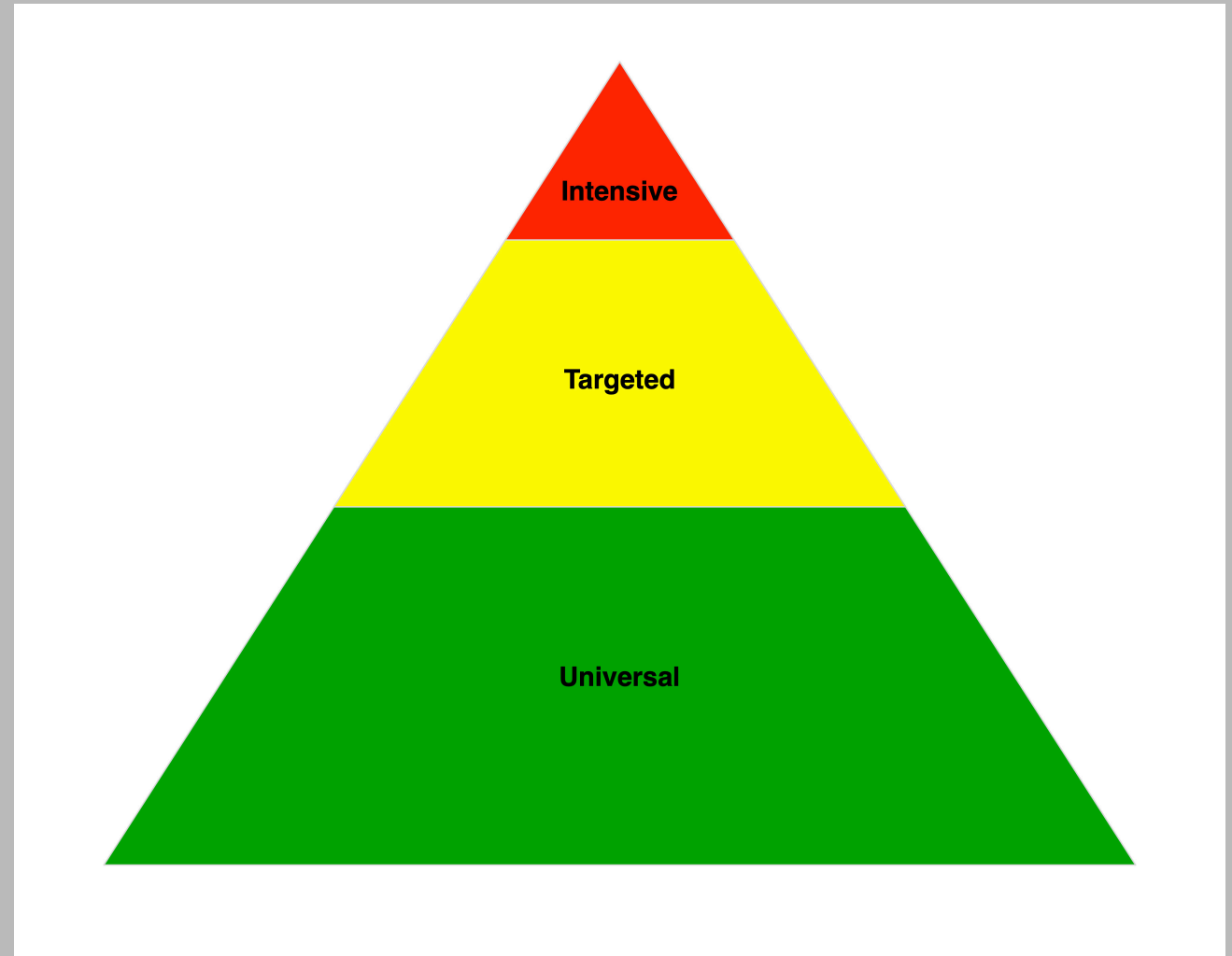


So now what?

How do we make PBIS high school appropriate?

Take your time across implementation stages

- Identify key barriers in your context
- Address these barriers from the start
- Allocate time for staff-wide trainings



Use data to support buy-in

Surveys, screening, ODRs, Academics

- What do students think about school climate? Do they feel supported socially, behaviorally, emotionally?
- What do families/caregivers perceive as needs?
- What does your screening & ODR data look like?

SHOW ME THE



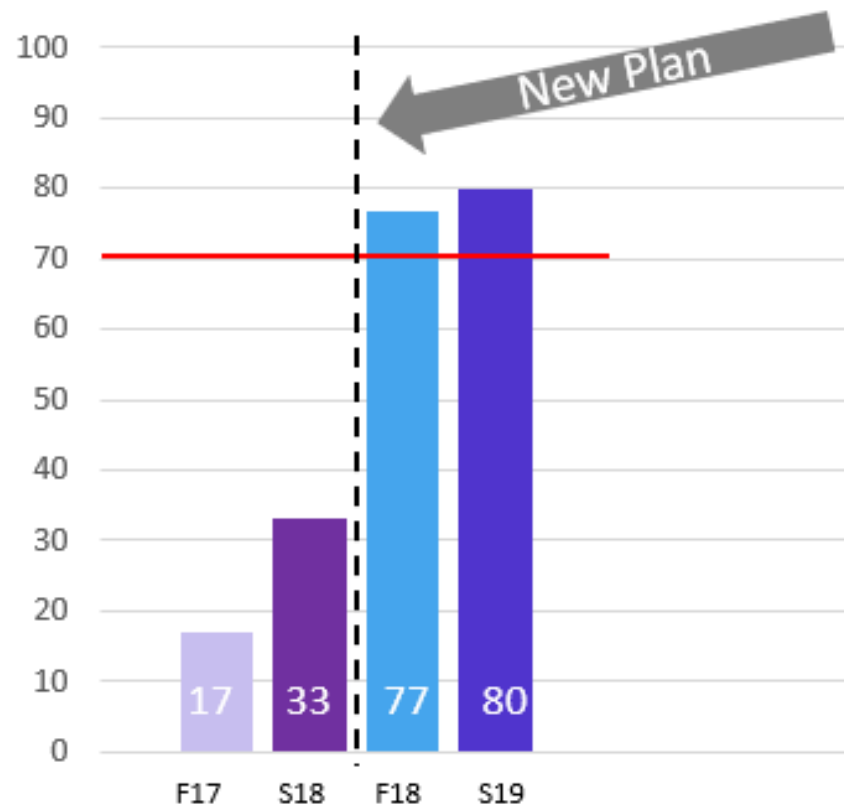
DATA

Build a case for needing PBIS. Newsletters. Open houses. School mission & vision statement.



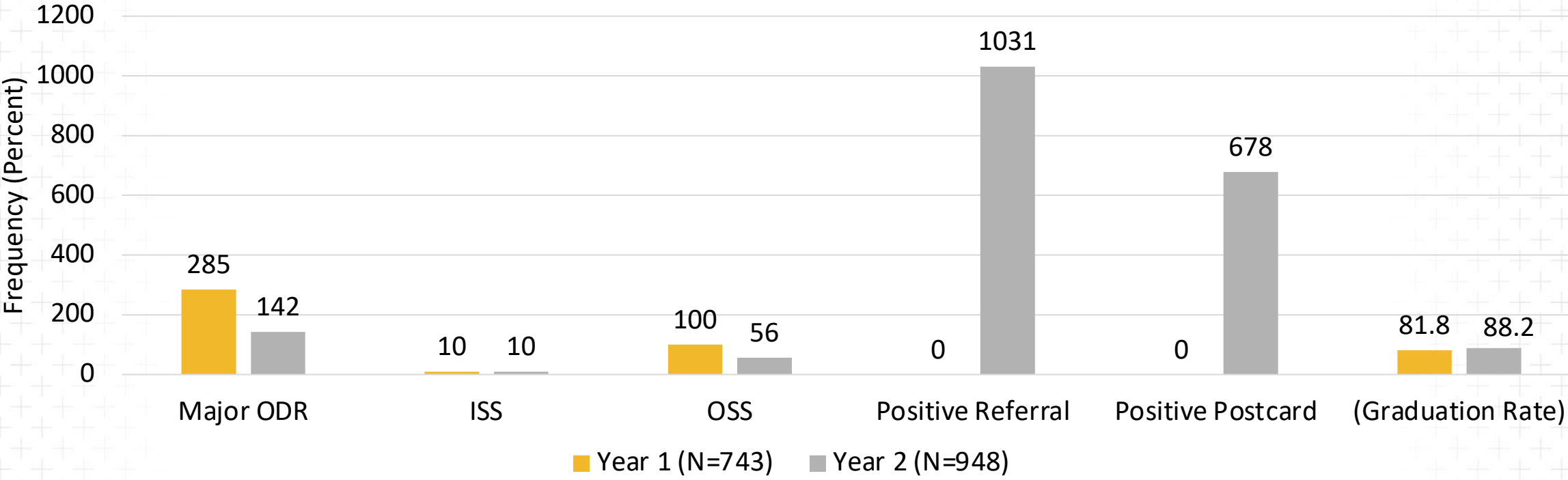
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Iowa High School Example



Survey item	2017	2018
	-	-
	2018	2019
	(N =	(N =
	244)	255)
Students who agreed or strongly agreed with the statement, "I feel safe at school."	37%	52%
Students who agreed or strongly agreed with the statement, "Teachers and staff are respectful to students."	12%	62%

Iowa High School Outcomes



Common Tier 1 Adaptations

School Size

- Small group trainings
- Tested acknowledgement system during summer with 100 students

Organization & Culture

- Pre-implementation surveys to direct PD & improve buy-in
- **Included staff acknowledgement procedures**
- **Networking with other HS PBIS teams**

Developmental Level

- Choice of social skills curriculum
- **Students involved in planning and implementation**
- **Age-appropriate reinforcers**



Tier 2 Readiness

Higher Tier 1 fidelity = higher Tier 2 fidelity

MO SW-PBIS Tier 2 Workbook

Data Indicators	In Place	Not In Place	Notes
1. TFI score of 70% or higher			
2. SAS Schoolwide 80% or higher			
3. SAS Non-Classroom 80% or higher			
4. SAS Classroom 80% or higher			
5. 80% or more students in the 0-1 ODR range or within national range for school's grade levels			
6. Consistent use of schoolwide data for making decisions as evidenced by monthly Big 5 Data Reports			
7. System in place to collect classroom minor referrals			
8. Tier 2 Team includes administrator, crossover member, behavioral expertise or desire to develop, academic expertise**			
9. Effective Teaching and Learning Practices taught to all staff and evident in all classrooms			
10. Access to district level support			



Characteristics of Tier 2 Interventions

Offer a variety of interventions.

Continuously available



Adaptable based on school context, student characteristics and response data



Low intensity, easy to implement, matched to student need



Offer a variety of interventions

Area of Need	Intervention Category	Interventions
Emotional/ mental health	Cognitive Behavioral Therapy	<ul style="list-style-type: none"> • Coping, stress, dysregulation strategies • Small group therapy or counseling • Individual therapy or counseling
Conduct Problems	Systematic Feedback	<ul style="list-style-type: none"> • Check-in/check-out • Check and Connect • CCU • Check, Connect, Expect
Hyperactivity/ inattention	Self-regulation	<ul style="list-style-type: none"> • Goal setting strategies • Self-monitoring • Self-graphing
Social Skills	Social Problem Solving	<ul style="list-style-type: none"> • Social/behavior contracts • Problem solving activities • Restorative meeting or circle • Social skills training or SEL
Academic	Explicit Academic and Academic-supporting Activities	<ul style="list-style-type: none"> • Explicit instruction • Repeated instructions and practice • Modeling and work revision • Performance feedback

Adapting Interventions for the High School Context

Self-management

Check-in/ Check-Out

Social Skills



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Before you implement anything,

Consider soliciting student input.

What does the student think?

Can they recognize they have a social, emotional, behavioral problem?

What does the student think they need to be successful? How do they define “success”?

Why student input?

Student input critical for cultural responsiveness

- Contextual fit
- Intervention match to student need
- Reflection of student and family values
- Focus on culturally appropriate and relevant priorities and skills
- Reinforcement alignment with what is motivating

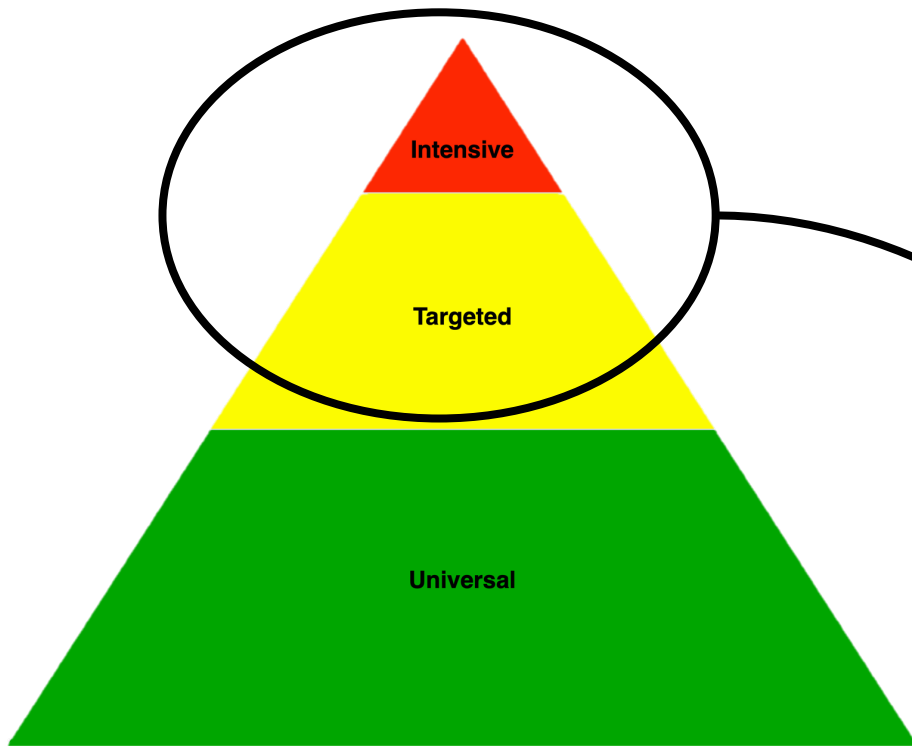
Increases effectiveness of Intervention

- Buy in
- Sustainability?
- Stronger behavior AND self-determination outcomes?



Use student input across intervention decisions

Traditional Behavior Interventions



Student

Adult

Determines reinforcement

Understands procedures

Agrees to participate

Reviews data

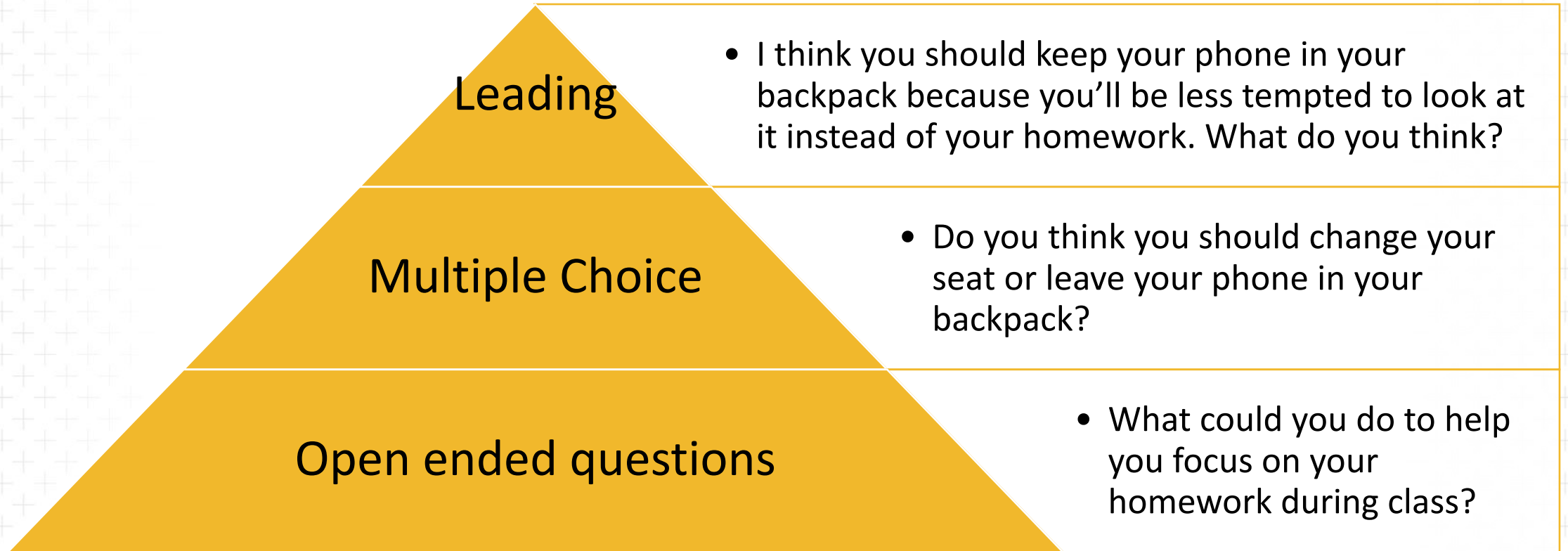
Determines procedures

Selects intervention

Identifies student

Decision-making

Ask thoughtful questions. Use a scaffolded approach.

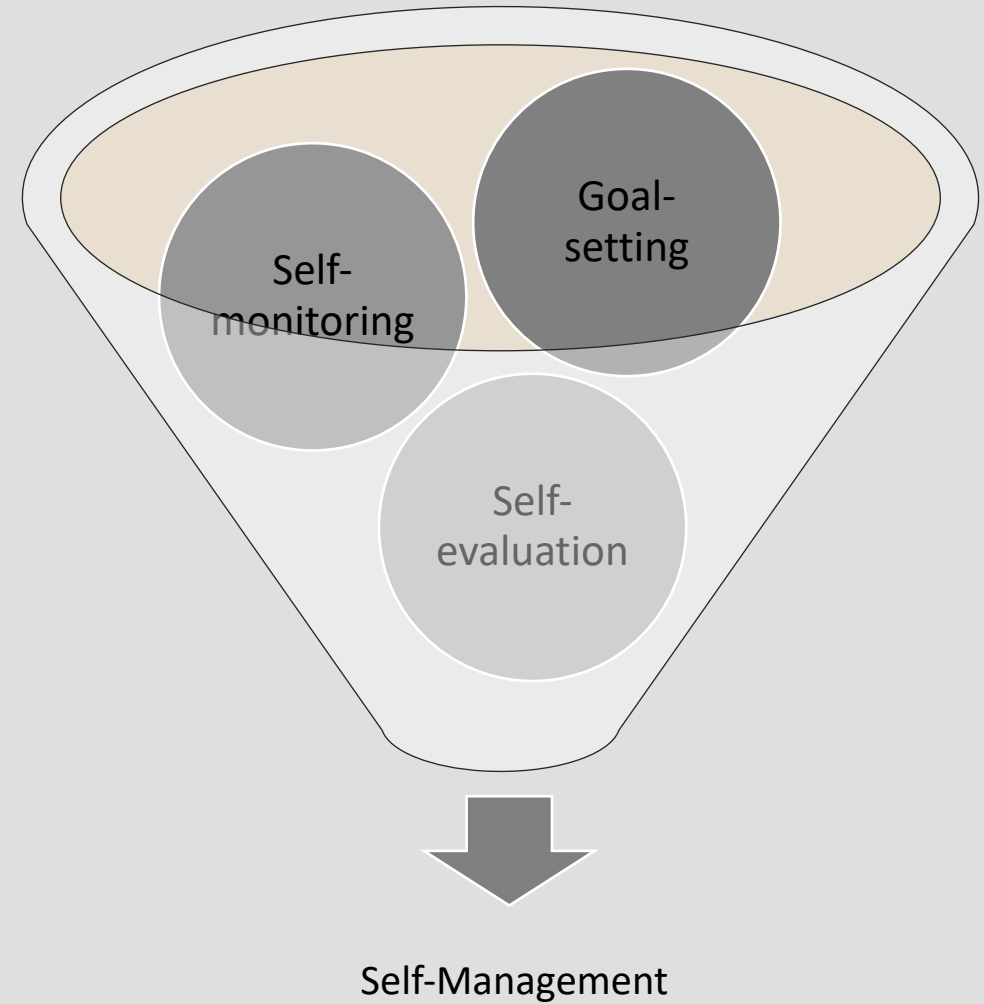


Self-Management

Self-Management

Ideal for students with:

- Difficulty staying on task
- Low-level disruptive behaviors



Self-Management



Knowing yourself



Identifying an area (behavior) where you want to improve



Understanding where you are relative to where you want to be



Articulate it as a goal



Develop a plan to self-monitor your progress towards reaching a goal



Review your self-monitoring data and self-evaluate

Students might need help with some or all these self-management skills



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Teach student to set Goals

Enable students to link their present behavior to future outcomes

Essential starting point for many Tier 2 interventions

Goal-setting alone can improve student behavior



Goal statements

Specific, realistic, & achievable

- a) Positively stated **alternative behavior**
- b) Criterion (e.g., 85%, 10 points, all assignments)
- c) Time limit (e.g., every day, end of the week, end of class)

*I will **turn in my math homework** **every day** at the start of class **this week**.*

*I will **pay attention** during Algebra at least **50% of the time** by the **end of this week**.*



Tips!

→ Provide a template

During (name of class), I will (name of behavior)
at least (criterion) by (time limit).

→ Consider **baseline** behavior for setting goal criterion

- **Ask the student what seems reasonable**
- Suggest small, incremental improvements (e.g., no more than 10% increase)



Self-Monitoring

Observing and recording your behavior at a given moment

Enables students to recognize when they are engaging in specific behaviors

Prompts students to think about using appropriate replacement behaviors



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Freely available
Highly customizable

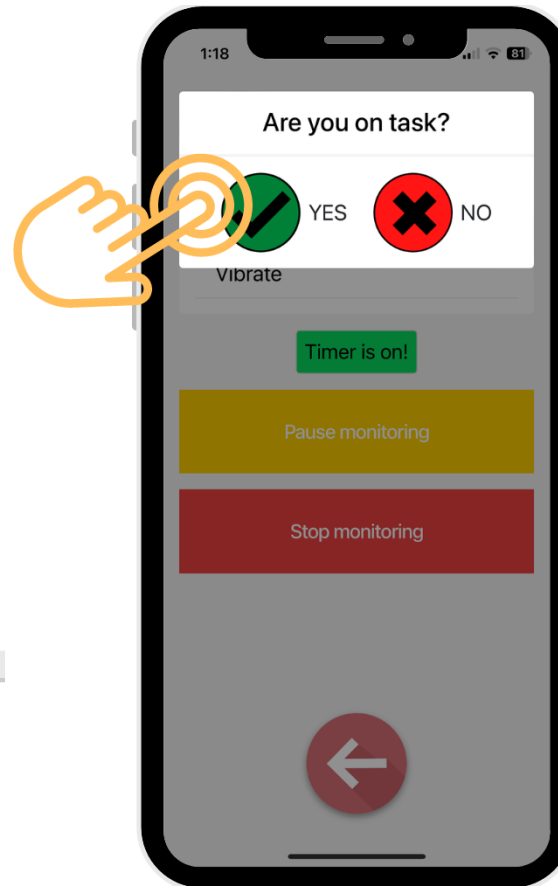
Easy progress monitoring
Supports collaboration

I-Connect Overview

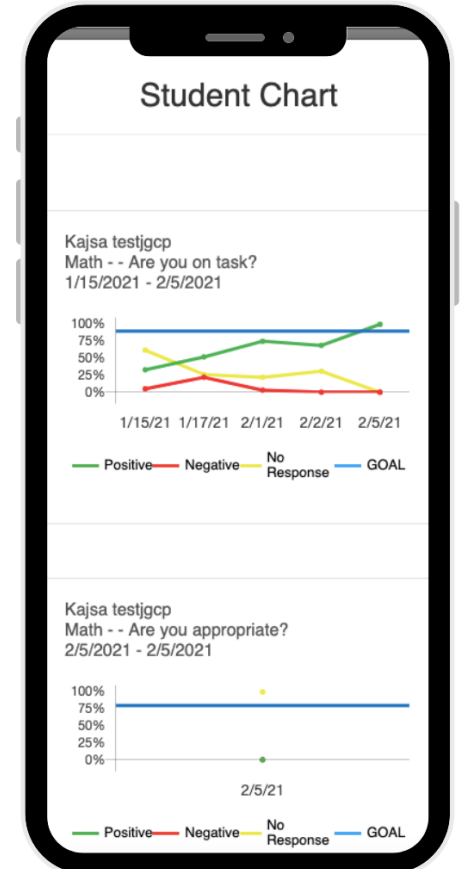
Enter intervention details online

The screenshot shows a web form titled "Monitoring: Math". It includes a dropdown menu for "Math" and a text field for "(Optional) Location label". Under "Citizenship prompts", there are three rows of prompts, each with a dropdown menu and radio buttons for "Variable interval" and "Fixed interval". The "Fixed interval" option is selected for all three prompts. The second and third rows have a "Desired mean interval" field with a dropdown menu. The second row's dropdown is set to "3 minutes". A green "+ Add another" button is at the bottom right, and a blue "Next Step 3" button is at the bottom center.

Self-monitor on mobile device



Review graphed data



Check-in/ Check-Out

Feedback Interventions

- Well-suited for students with conduct problems
 - Arguing
 - Following directions
 - Working with others
 - Attendance
 - Low-intensity fighting
- Many of these students only receive negative feedback



Feedback Interventions

Best for students who thrive on adult attention



CICO Roles

Ask the student who they want to work with

Facilitator

- The person who the student checks in and out with
- Should NOT BE THE student's CLASSROOM TEACHER
- Should be someone who is friendly, positive, and can give exceptionally good positive specific feedback

Classroom Teacher

- Provides feedback on DPR at end of period

Students

- May be responsible for soliciting feedback at end of class
- Might provide self-ratings

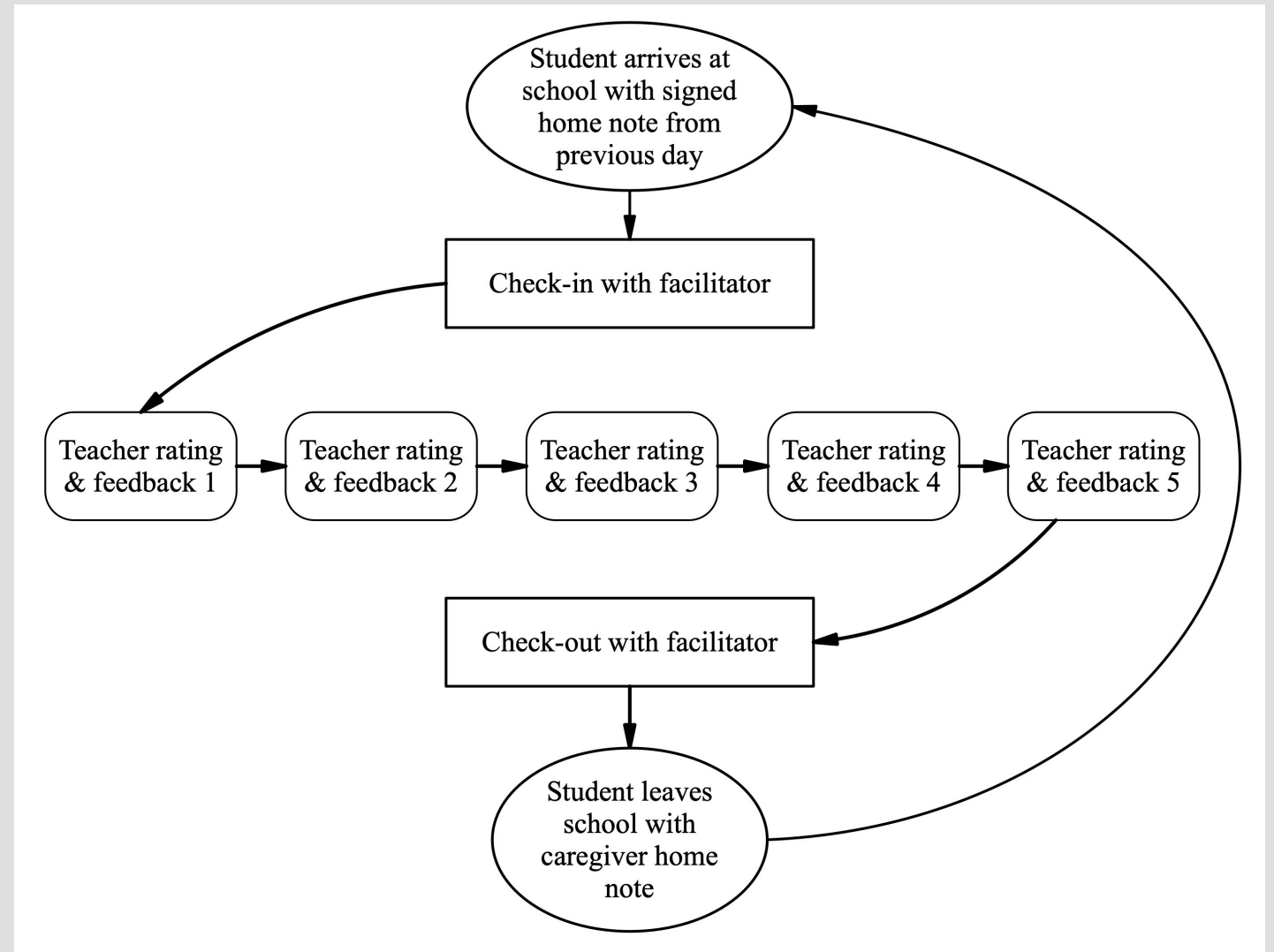
At-home caregivers

- Reviews student data, signs home report, sends back to school with student



CICO Schedule

- Discuss relationships with teachers
- Adequately train teachers on how to provide feedback
- Poor student/teacher relationships might need additional training or modeling
- **Should you include a home note?**



Feedback

Public vs private feedback

Does the student care if their peers overhear feedback?

Would the student prefer written feedback?

Review

Review each behavior and the rating the student earns

Praise

Praise positive examples of behaviors

Correct

Describe behavior errors and provide replacement behaviors/ corrections to use next time

Encourage

Encourage student to keep improving



Daily Progress Report (DPR)

Should you use technology?

Date:

Behaviors often aligned with schoolwide expectations

Ask the student to help define these behaviors

	1 = never	2 = rarely	3 = often	4 = always																																																																																																																					
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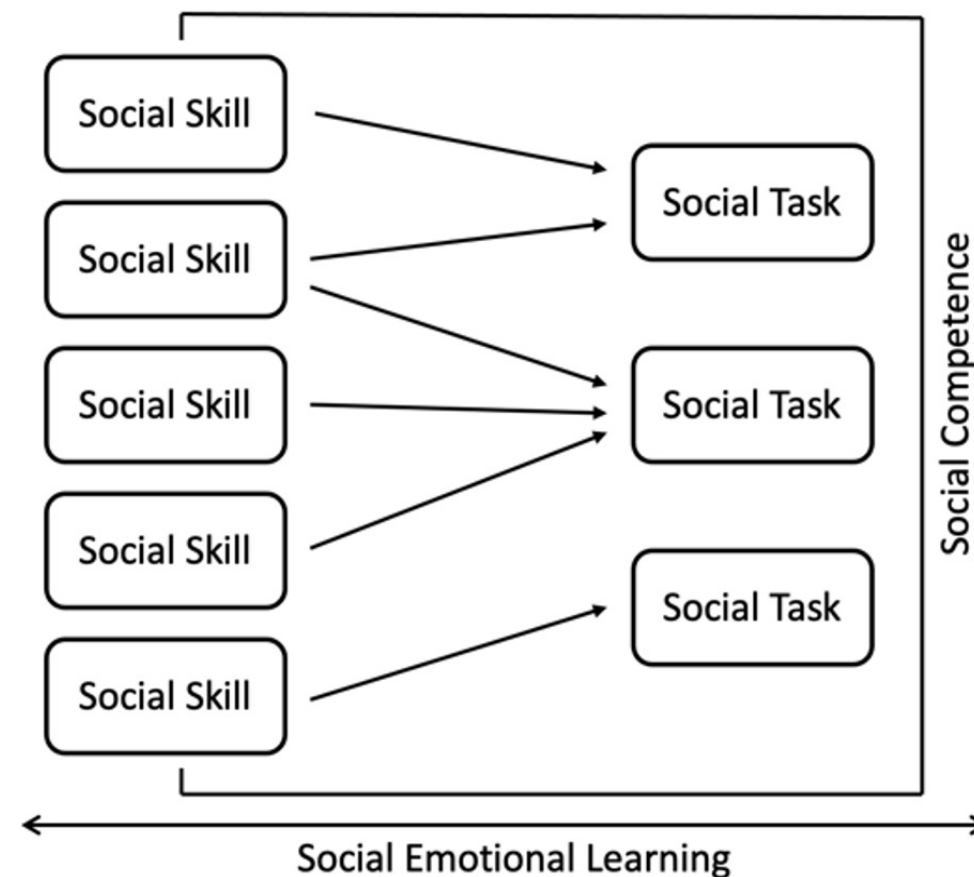
Today's Goal:

Did I reach my goal? YES NO

Social Skills

Social Skills – What are they?

- “Specific class of behaviors that an individual exhibits to successfully complete a social task” (Gresham, Elliot, Cook et al., 2010, p. 157).
- Social skills are considered academic enablers, meaning they have a positive relationship with academic performance (Gresham et al., 2012).



Which skills do teachers find important?

Don't need social skills if you have no social life



BUT learning
is a social
experience!!!

Skills rated as necessary by all grade level teachers:

- Following directions
- Attending to instructions
- Controlling temper in situations of conflict with peers
- Controlling temper in situations of conflict with adults
- Responding appropriately to physical aggression from peers

(Lane et al., 2003)



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"Hidden Curriculum"

Social Skill Considerations for High School

When delivering social skills instruction in high school, special consideration should be given to:

- Scope and structure
- Lesson delivery
- Application across contexts



Consideration: Scope & Structure

- Select skills that are relevant to high school students and teachers
- Sequence lessons to build upon each other
- Find a recurring time to deliver, or embed within content curriculum

Lesson	Social Skill
1	Listening to others
2	Following steps and expectations
3	Advocating for oneself
4	Taking responsibility for your actions
5	Staying calm with others
6	Cooperating with peers
7	Cooperating with teachers
8	Effective problem solving



Consideration: Scope & Structure

Behavioral Objective: During this lesson, each student will display the verbal (e.g., responding with a comment) and nonverbal behaviors (e.g., looking at the speaker, facing the speaker) that indicate they are listening to others one or more times.

Tell

- State objective
- Introduction and importance of skill
- Define the skill
- Outline the steps

Whole class discussion with opportunities to respond throughout (verbal, nonverbal, writing)

Show

- Model or discuss

Teacher models, students role play, teacher shares examples from their own life

Do

- Practice
- Reflect and set a goal

Students practice skill in groups (if applicable), students read scenarios and practice working through skill steps, students reflect and set goal



Consideration: Lesson Delivery

- Conversational
- Sharing of opinions
- Encourage diverse perspectives
- Allow time for students to make meaning of content within their own lives and share with others

"Conflict is when there is a disagreement or an argument, but it can also mean "incompatible" - for example, you may have experienced conflict with a sibling or family member before, but you could also have conflict with yourself if your actions aren't matching your beliefs."

"What are your thoughts on this definition? Would you change it at all?" "

"What are some situations inside of school and outside of school where this skill is important?"

- What typically happens when you're feeling heightened? How can you tell?
- Brainstorm some calming supports/strategies. What do you already use? What do you want to try?
- Star the ideas that are appropriate and accessible during school.



Consideration: Application Across Contexts

- Ensure lessons include examples or discussion about using the skills across multiple contexts (school, extracurriculars, home, work).
- Skill steps should be applicable across multiple contexts - avoid solely teaching compliance

Definition

Taking responsibility for your actions can feel easy sometimes and difficult other times.

Taking responsibility for your actions includes owning up to the positive consequences of your choices or behavior and the negative consequences of your choices or behavior. To truly take responsibility for your actions you cannot blame the consequences on external factors or the actions of others.

When taking responsibility of your actions, use the following steps:

1. **Reflect** on your actions.
2. **Recognize** the consequences of your actions.
3. **Acknowledge** your actions and the consequences.
4. **Change (or continue)** your actions.



Consideration: Application Across Contexts

Steps for Cooperating with Peers

When cooperating with peers, use the following steps:

1. Determine the **common goal**
2. **Share** your strengths and thoughts related to the goal
3. **Set expectations** (tasks, timeline, etc.)
4. **Complete** your part as planned

Throughout these steps you will also use the other skills we discussed (like listening, taking responsibility, advocating,

Steps for Cooperating with Teachers/Adults

When cooperating with teachers, use the following steps:

1. Determine the **common goal**
2. **Share** your strengths and thoughts related to the goal
3. **Set expectations** (tasks, timeline, etc.)
4. **Complete** your part as planned

How do these steps compare to last week (cooperating with peers)?



Social Skills Across Tiers

- Reminder, supporting high school students with social skills universally is important!
- When using social skills instruction at Tier 2:
 - Create small groups or target specific class sections
 - Work to support skills across multiple contexts following lessons
 - Include aspects of self-management to reach these goals



Resources

With high school
specific
information



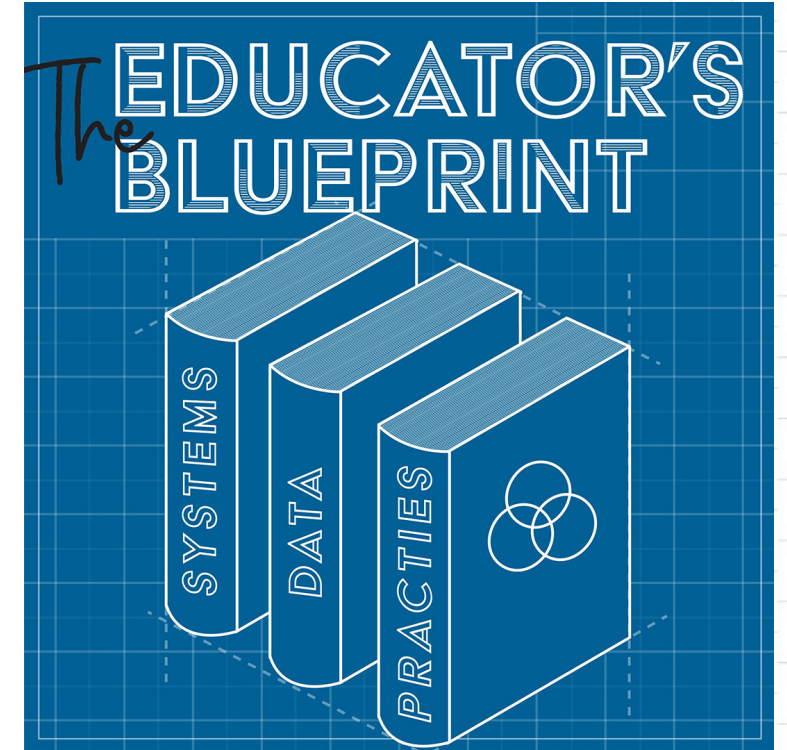
It's easy to think primarily elementary and middle schools implement PBIS, but there are thousands of high schools implementing PBIS, too? The key is that high school implementation simply addresses contextual factors.

What Is High School PBIS?

High school PBIS is simply PBIS implemented in high schools. The same critical components are shared with administrators, school personnel, and students to:

- Identify and monitor school-wide outcomes
- Develop systems to support and sustain implementation
- Implement evidence-based practices to create positive social and learning environments

PBIS.org

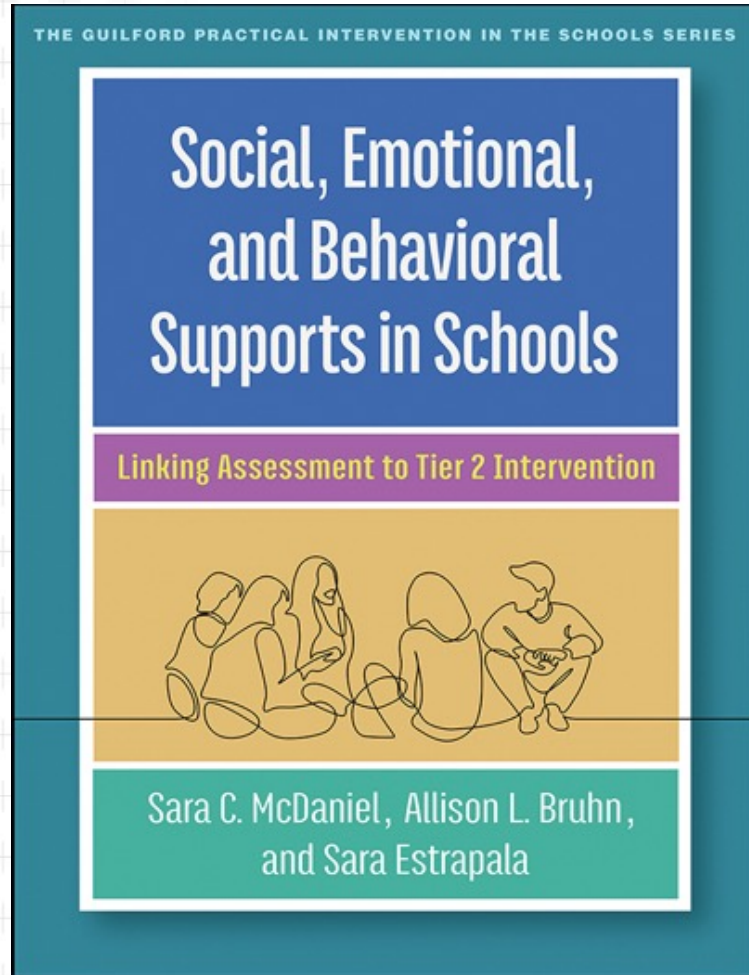


Podcast



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Tier 2 Resources



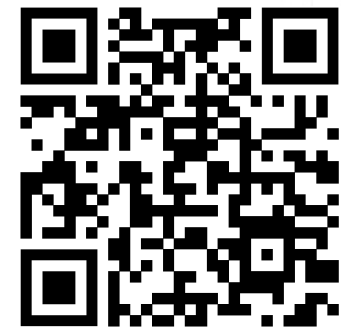
Comprehensive
guide to Tier 2
interventions



Free!
Tier 2 guidebook



MU Center for Schoolwide
Positive Behavior Support
University of Missouri



MU University of Missouri

Discussion Questions

1. How does the information presented compare/contrast with the practices you use in your schools?
2. How do you handle students who refuse to try their intervention or only “go through the motions”?
3. What is the greatest Tier 2 success you have experienced in your school?



Thank you!

Questions?

Contact us!



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