Putting the Student First: Improving High Schoolers' Sense of School Belonging

Sara Estrapala, Ph.D

Shannon Locke, MS, CCC-SLP

Austin Jackson, M.Ed

Mizzou

Center for Schoolwide Positive Behavior Support
University of Missouri

Outcomes

Attendees will:

Be able to describe at least two common themes related to belonging for students with and without disabilities across high school settings.

Experience a Tier 1 strategy to support student belonging through intentional team-based learning opportunities.

Learn a framework for soliciting student voice to support Tier 2 or Tier 3 behavior intervention design decisions.

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Roadmap → **Emphasis on high school age and context throughout session.**

PBIS and students with disabilities

Tier 1 Strategy: Belonging

Tier 2/3 Strategy: Student Voice

How do students with disabilities benefit from PBIS?

Creating a sense of belonging

Problems in supporting high school behavior...

- In high school, courses are organized by content domain, which may result in ==not seeking input== of all students school-wide (Martinez et al., 2019).

- With larger school buildings and class sizes in high schools, ==it is difficult to get to know each student==—negatively impacting communication, collaboration, school-wide team participation (Martinez et al., 2019).

- Developmentally, adolescence involves an ==increased need for peer-driven experiences== with less assistance from adults (Martinez et al., 2019).

- Most high schools focus less on teaching school expectations, ==assuming most students have mastered behavioral skills== (Martinez et al., 2019).

Benefits of PBIS for students with disabilities

- **All students are general education learners first**, with least restrictive services supplement their access to the general education curriculum.

- Students with significant cognitive disabilities should be included in PBIS because **it is designed for the academic and behavioral success of all learners** within a school.

- Thurlow et al. (2020) reported reconceptualization for including students with disabilities. Districts can focus of a **continuum of service rather than placements**. Districts focus on how **special education services are integrate within each tier**.

- Thurlow et al. (2020) focuses on **general education providing universally design learning and differentiated instruction, while specially designed instruction from special education** are working harmoniously. Consider how the tiers prevent disciplinary referrals both in and out of school suspension.

Tier 1 PBIS supports students with disabilities...

- Tier 1 improved social, emotional and behavioral outcomes for students with disabilities served in **inclusive, self-contained and alternative school settings** (McDaid et al., 2022).

- When implemented with fidelity**, students with and without disabilities increase in regulating emotions and utilizing prosocial behaviors** through case study and experimental group designs (McDaid et al., 2022).

- Fidelity supported Tier 1 empirically reduces SEB barriers such as internalizing and externalizing behavior problems as evidenced by various research methodologies. Additionally, **Tier 1 PBIS reduces instances of disciplinary exclusion—seclusions, restraints and suspensions—for students with disabilities** (McDaid et al., 2022).

Decision Making within Advanced Tiers for Teachers

- Team-Based Problem Solving
  - Collaborative Tier 2 teams convene at least once a month.
  - <mark>Leverage data from disciplinary referrals and academic performance</mark>—to proactively identify students who require Tier 2 support.

- Intervention Matching
  - Thoughtfully match interventions—like Check-in/Check-out—personalized to each learner's needs.
  - <mark>Commit to implementing evidence-based practices to maximize impact for all students</mark>.

- Progress Monitoring
  - <mark>Track student responses to interventions</mark> with clear, measurable and attainable goals to guide the effort.

Decision Making within Advanced Tiers for Teachers

- Individualized Support Team
  - Tier 3 teams include families, teachers and specialists. In tandem, Tier 3 teams develop individualized plans based on comprehensive testing.
- Functional Behavior Assessment (FBAs)
  - Provide observational data for conducting FBAs. Support implementation of Behavior Intervention Plans (BIPs) that are linked to findings of the FBAs.
- Data-Driven Adjustments
  - Review students progress at least monthly.
  - Modify supports based on ongoing data about academic performance, social-emotional development and behavior.

Tier 1 Strategy: Belonging

Team-Based & Universal Design for Learning (TBL & UDL) So Everyone Feels Valued and Welcome

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Belonging = to go together

- Include some school belonging stat's here. (Be able to describe at least two common themes related to belonging for students with and without disabilities across high school settings.)

Build Accessibility into All Materials

-written descriptions/notes

-describe images for visually impaired or auditory-seeking learners

-high contrast print/background colors

1. Present & anonymously (sticky notes) select BEST

2. Collaboratively select BEST among small groups

3. Large group vote and discuss why it's BEST

4. Faculty selection & feedback

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Why use inclusive practices?

⬆ sense of belonging ⬇ implicit & explicit bias.

Design for High Quality Contact
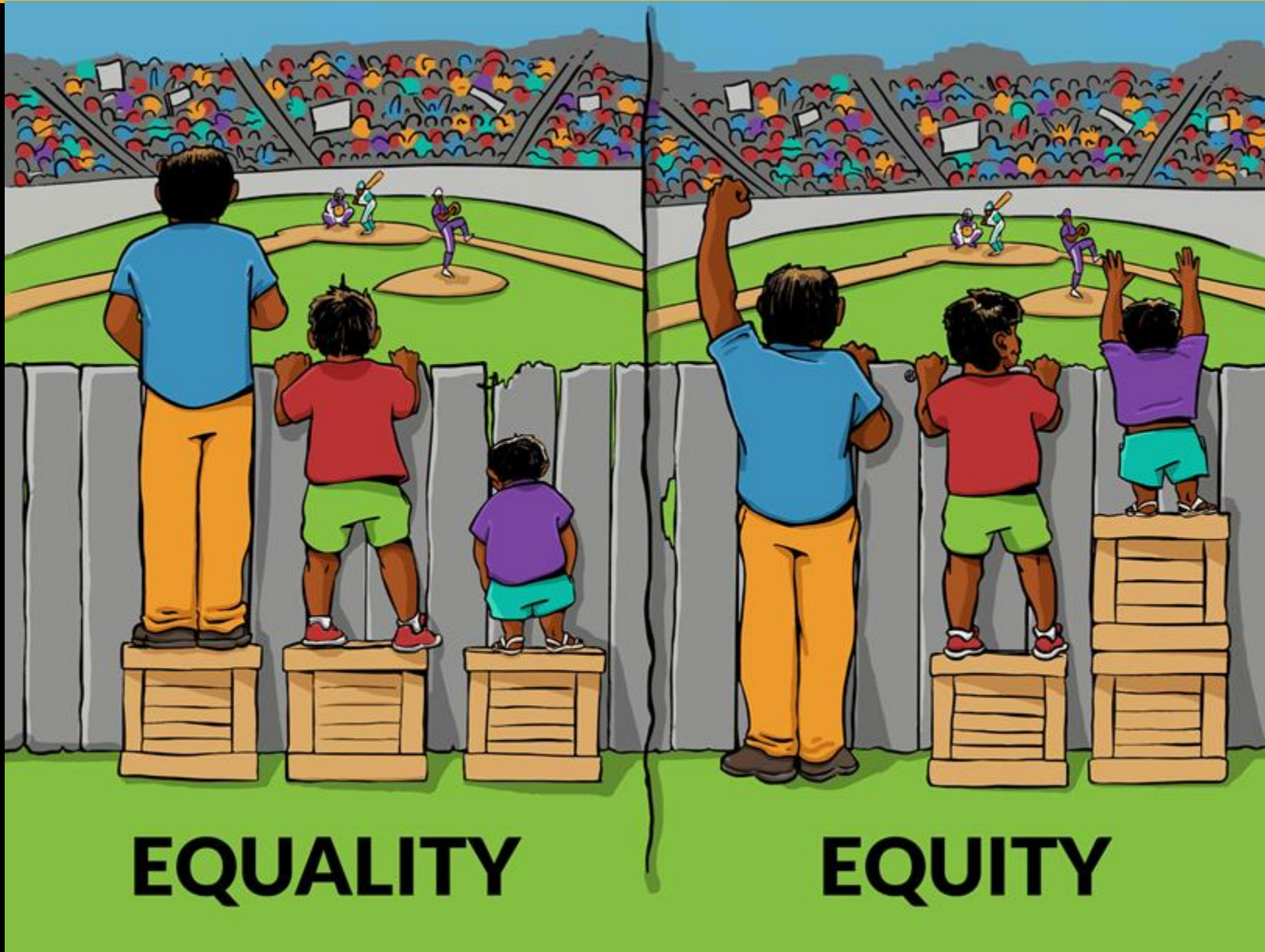creates settings for each student to build relationships

employ **Inclusive Pedagogy** - a student-centered approach to teaching that pays attention to the varied background, learning needs, and abilities of all the learners in front of you.
- be self-reflective of your own power and privilege "Power Flower"
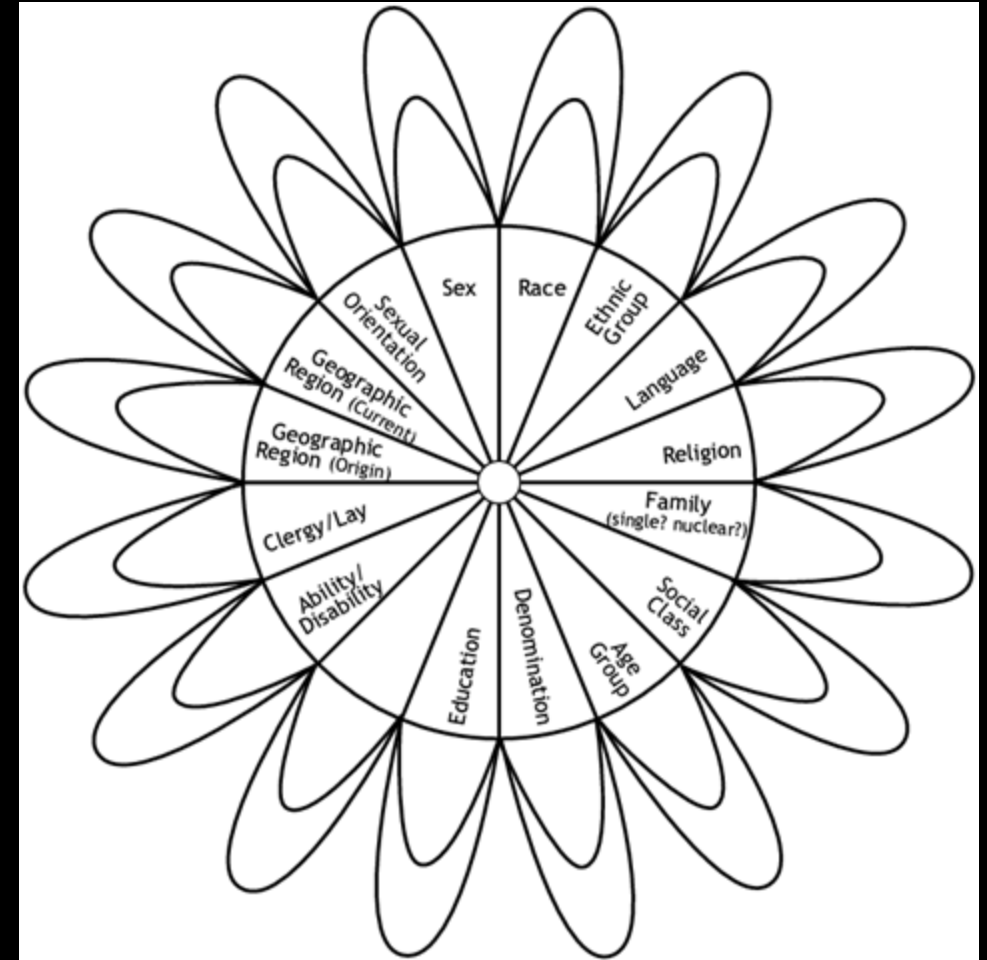
Equitable Practices Support Diversity & Accessibility

Why Inclusive Practices (UDL)?

Assumes Learner Variability

Myth of Average – Todd Rose @ TED^x

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Normalize an Accommodating Environment so Everyone Belongs
Let's Try it Out

Team-Based Learning

Intentionally form diverse Groups of 5-7

1. Select *BEST* answer independently (RAT-I)

2. Select BEST answer collaboratively (RAT-G)

3. Defend your selection to the large group –
Appeals & Corrective Instruction

~ High impact practices in a low impact environment.

Tia McNair (she/her)

TBL is an inclusive activity because:

01 Deliberately selected teams foster engagement between diverse students.
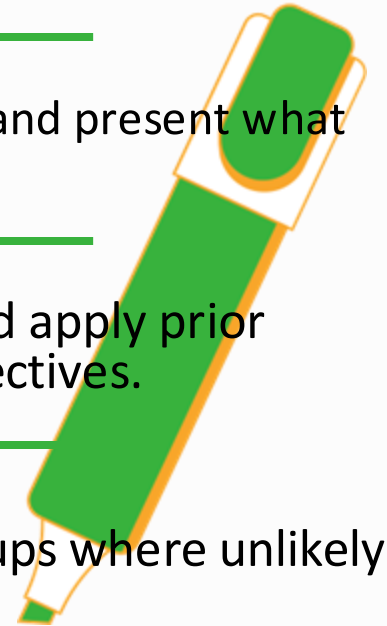
02 Meaningful opportunities are provided to apply and present what is known in multiple modalities.

03 The process encourages students to access and apply prior knowledge while considering diverse perspectives.

04 The process generates collaborative small groups where unlikely peers belong and work together.

Readiness Assurance Test (RAT)

?'s must:

01 Have multiple choice answers which are all plausible.

02 Relate to prior knowledge, experiences, and/or pre-assigned material.

03 Be carefully crafted to elicit thoughtful discussions.

04 Be written at Bloom's levels of remembering, understanding, and applying.

Why is TBL an effective learning strategy for all?

01 The act of explaining a learned concept activates different neural pathways than studying alone.
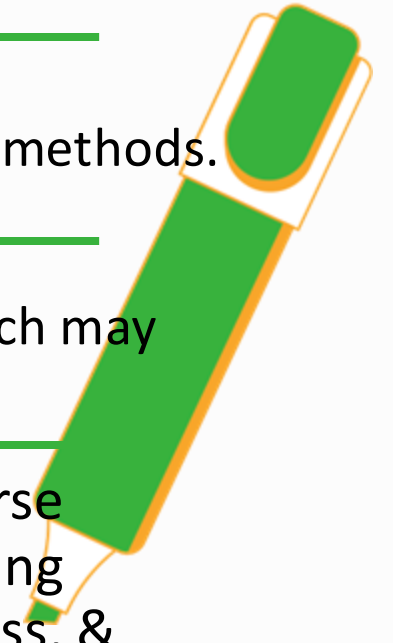
02 Research supports the use of active learning methods.

03 Humans remember sensory experiences which may be triggered in small group discussions.

04 It is an example of learning-centered course design which provides students a learning structure: preview, attend, review, access, & study.

SWD's experience of school belonging is:

01 Similar to non-disabled peers when in their specialized education settings.
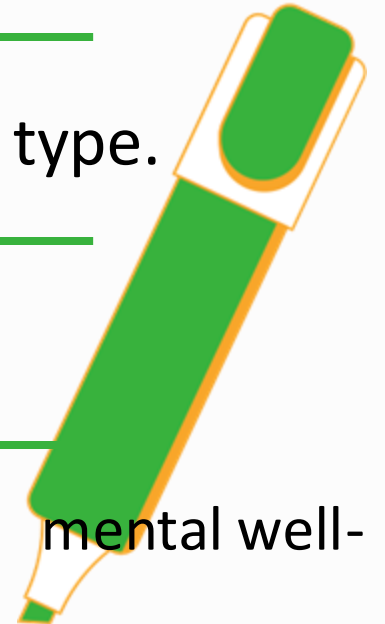
02 Variable depending on the disability type.

03 Significantly reduced when in inclusive classrooms.

04 Critical for academic success and mental well-being.

SWDs should be fully included in the regular classroom:

01 True.

02 False.

03 Neither true nor false.

04 SWDs should be segregated with disability-matched peers.

Scenario: An autistic student moved into your classroom, they have adequate knowledge & skill to perform grade-level academic tasks such as mathematic computations and reading fluency yet refuse to do the work. Which would be a good universally designed intervention?

01 Visual Supports

02 Consider student interests when selecting materials

03 Behavior-specific praise

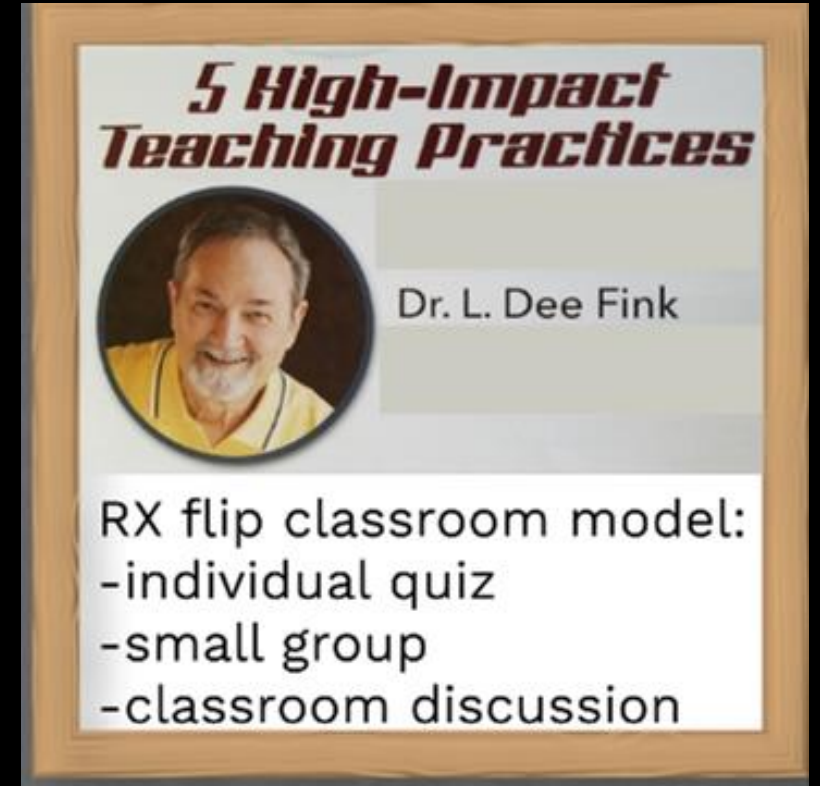**04** Establish clear & consistent procedures to address refusals

TBL

1. Teams must be properly formed and managed.
2. Get students ready.
3. Apply course concepts.
4. Make students accountable.

5 High-Impact Teaching Practices

Dr. L. Dee Fink

RX flip classroom model:
-individual quiz
-small group
-classroom discussion

Team-based Learning: A Transformative Use of Small Groups in College Teaching
Larry Michaelsen, Arletta Bauman-Knight, and Dee Fink (2003) Sterling, VA: Stylus Publishing

Team-Based Learning: Culminating Project

1. Present & anonymously (sticky notes) select BEST

2. Collaboratively select BEST among small groups

3. Large group vote and discuss why it's BEST

4. Faculty selection & feedback

Reflect, Plan, and Discuss

Pick a Lesson

Develop some RAT ?s

Share Your Thoughts

Universal Design for Learning

multiple means create ways of learning
and belonging that work for each student

Create "autism friendly" spaces

- support neurodiversity
- use visuals
- know your students and their interests

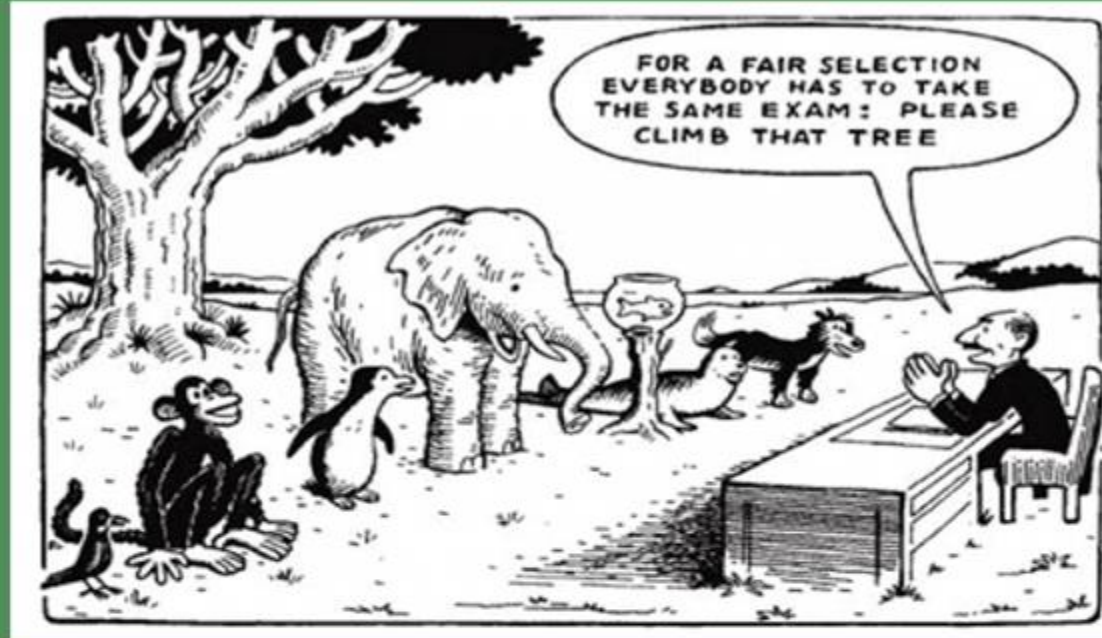**Positive Behavior Intervention & Support**
        (PBIS)   5:1 Ratio

Recognize that comfort levels with disclosing/recognizing autistic identity
vary among individuals and contexts.

Representation

Action & Expression

UDL

Engagement
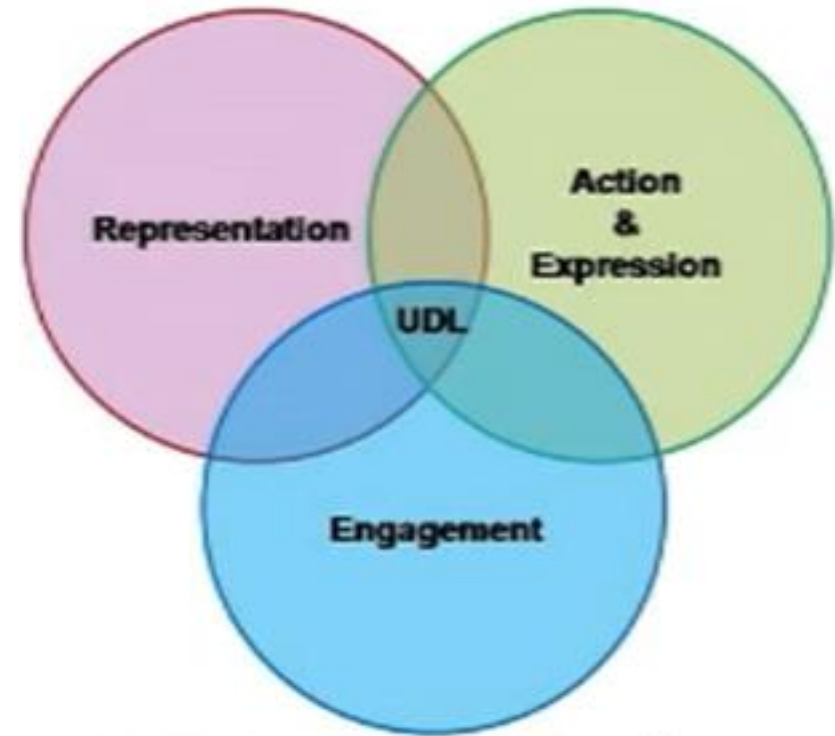
UDL Principles

Why UDL in the classroom?

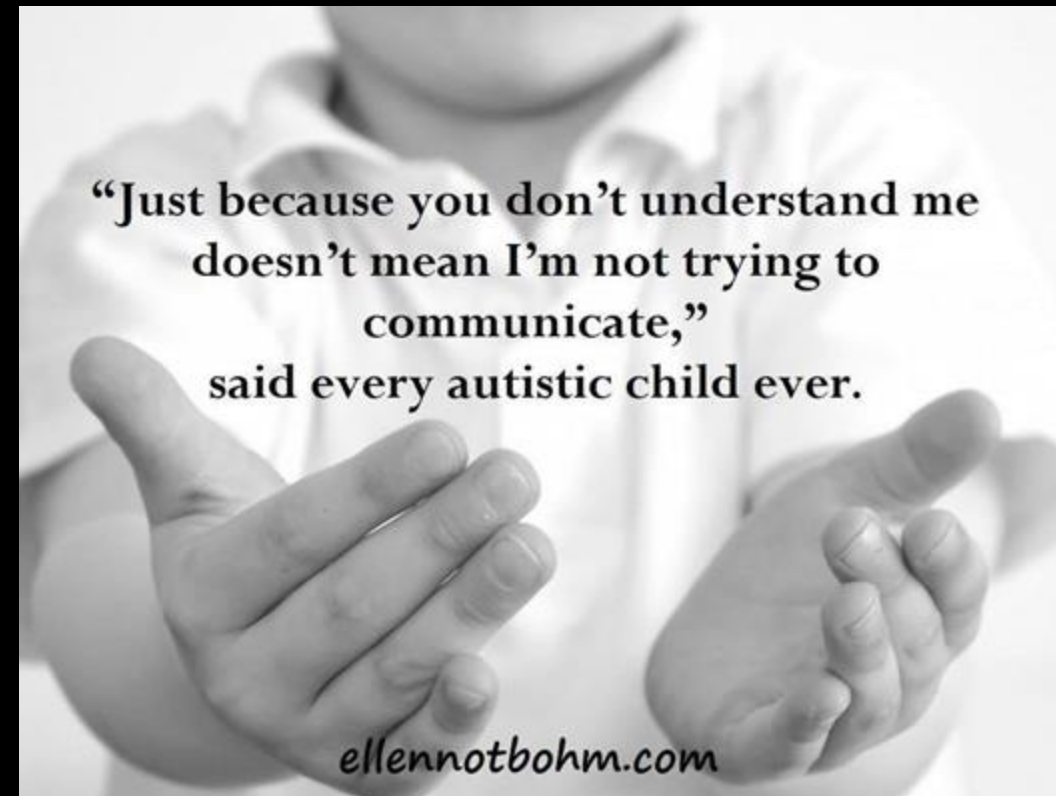**Reduce Barriers –** recognize diversity / neurodiversity among students

UDL & ASD

Talk Less, Show More!

Behaviors Are Messages

Tier 2/3 Strategy: Student Voice

Leveraging student voice to strengthen our intervention designs

Question

What is the first thing that comes to mind when you hear the term "student voice"?

Take a moment to think about it.

Student Voice

Enabling and empowering students to make **meaningful decisions** for themselves at the Tier 2/3 level

Access

Adult actions which provide opportunities for...

Reporting & Debriefing

Decision-Making

(Lundy, 2007)

Access

- Access to student-friendly documentation and/or information

- Opportunities include **multiple modes of expression** beyond verbal means

- Students communicate views to individual(s) in authority

Decision-Making

- Students have **opportunities** to provide input before, during, and/or after the intervention

- Student input **must be used** to inform adjustments, modifications, and/or changes to intervention design
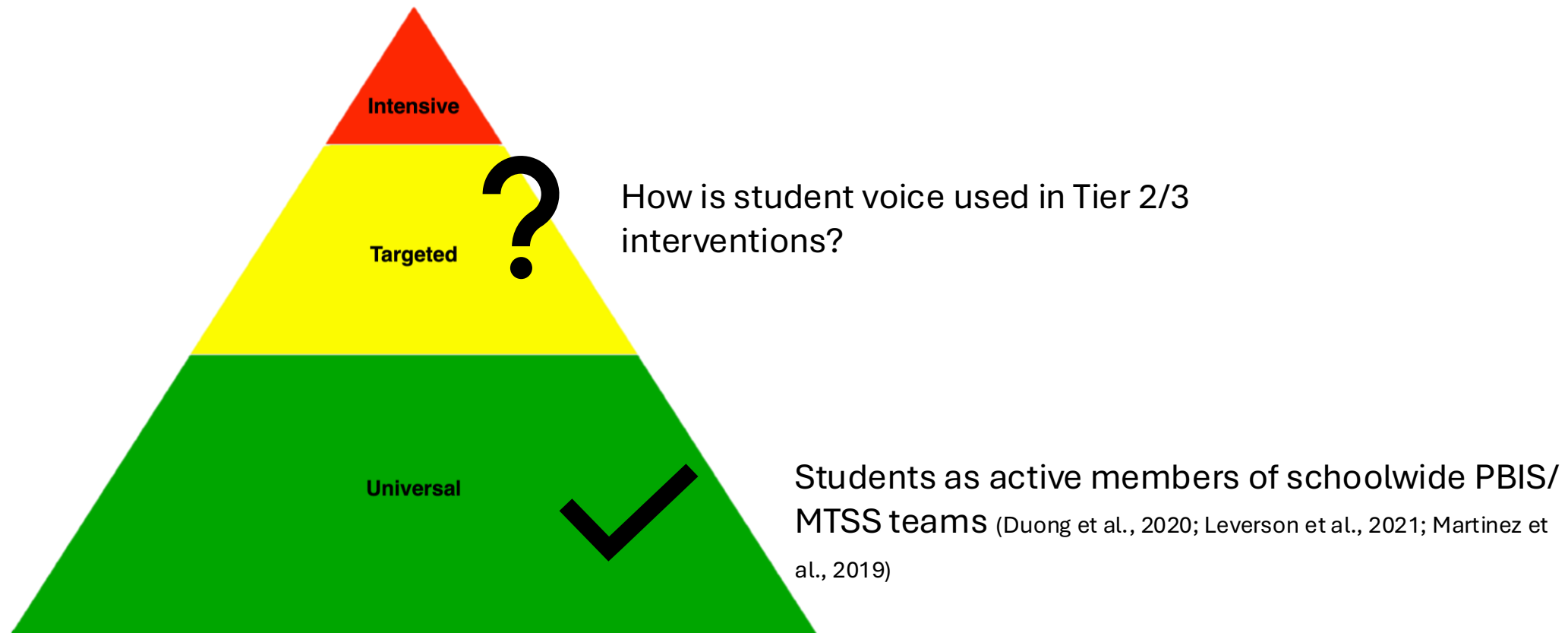
Reporting & Debriefing

- Students' articulated views are **shared** with relevant and affected parties

- Individual with authority explains and demonstrates **back to the student** how their voice was considered and made a difference

How do we use this in behavior interventions?

Intensive

Targeted

?

How is student voice used in Tier 2/3 interventions?

Universal

✓

Students as active members of schoolwide PBIS/ MTSS teams (Duong et al., 2020; Leverson et al., 2021; Martinez et al., 2019)

Priority number 1

We will stop prescribing interventions to students.
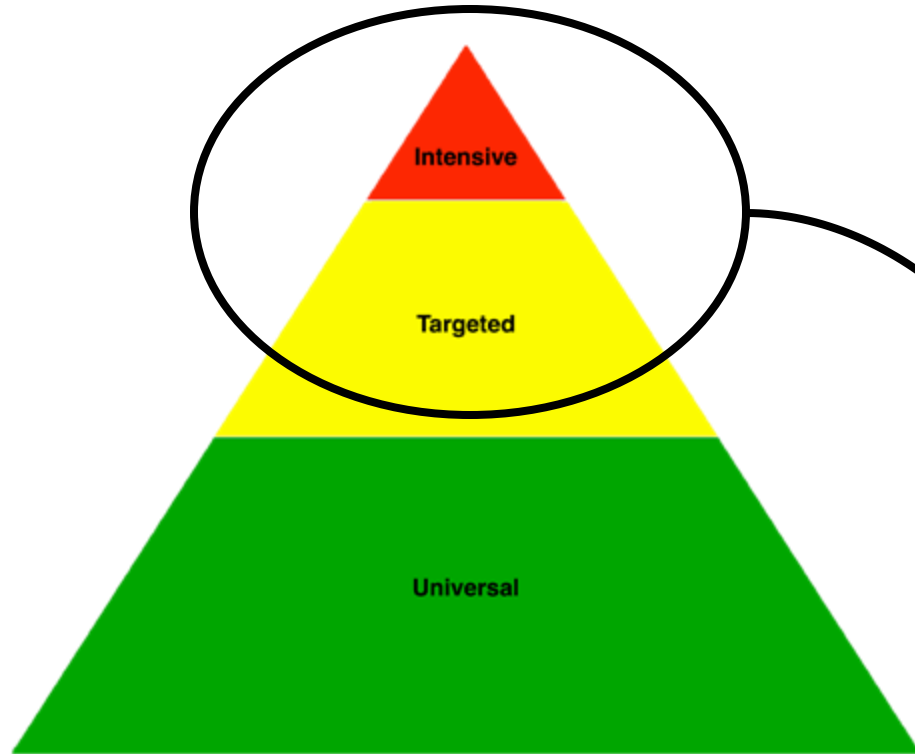
All tier 2/3 interventions require decisions throughout implementation

Let's bring in students to help

- Identifying students for intervention
- Matching student to appropriate intervention
- Operational definitions
- Goals
- Intervention-specific characteristics
  - Type of feedback, mentor, location, time of day, reinforcements, prompting
- Progress monitoring & data-based decision-making

Reconceptualizing the student role

Elicit "voice" from students with thoughtful questioning

Interventionist
- Facilitators
- Partners
- Instructors

Culturally responsive intervention

Students
- Leaders
- Active Participants
- Decision-makers

Feels validated and heard
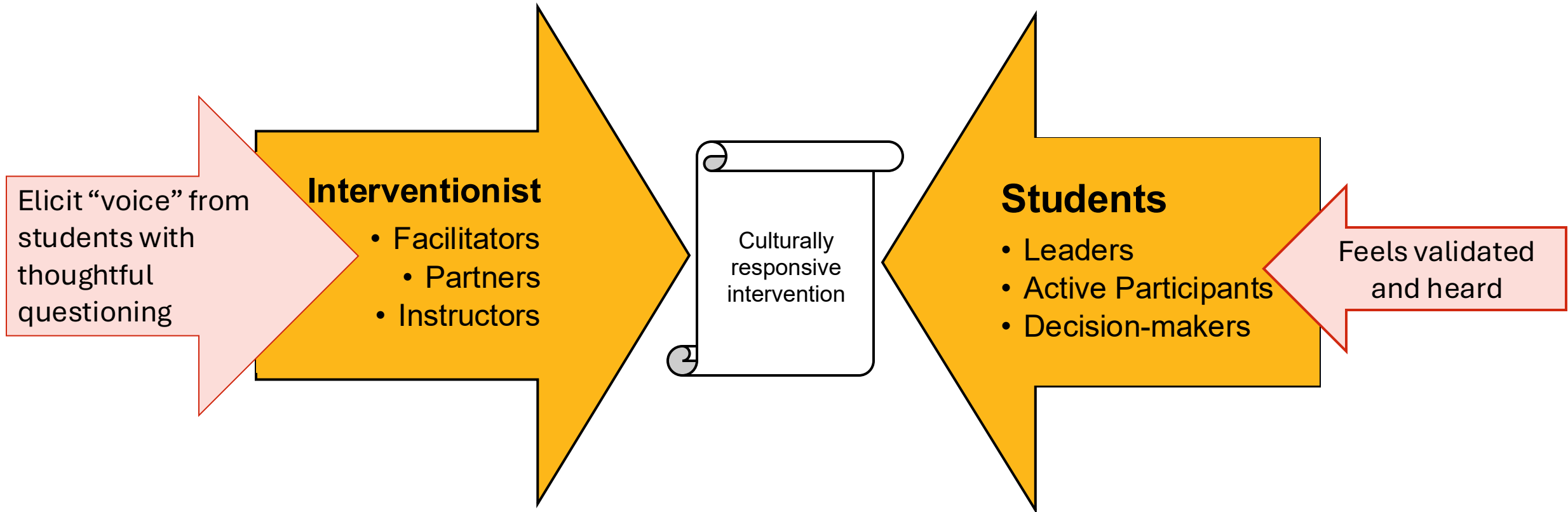
Gentle Questioning
Avoid assumptions & plan ahead

Leading
- I think you should keep your phone in your backpack because you'll be less tempted to look at it instead of your homework. What do you think?

Multiple Choice
- Do you think you should change your seat or leave your phone in your backpack?

Open ended questions
- What could you do to help you focus on your homework during class?
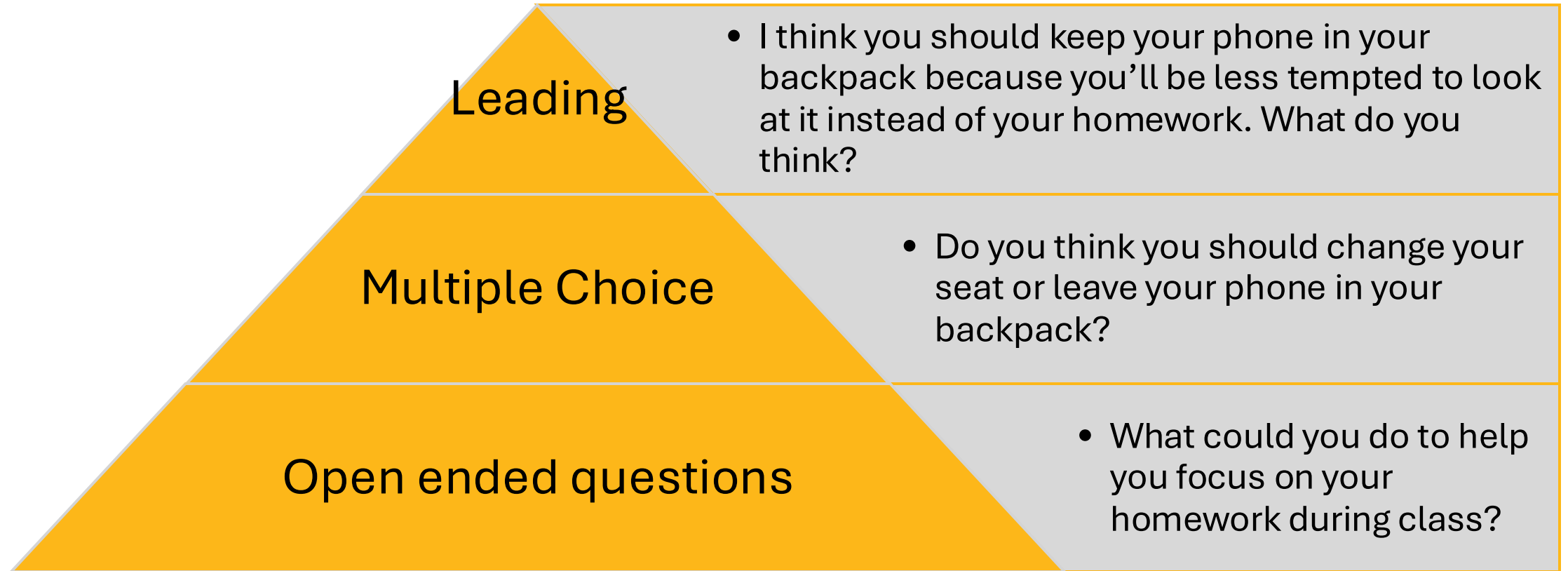
Use a gradual release approach

Use the information provided by students!

- Many students feel unheard even when asked their opinion

- Make <u>changes</u> to existing strategies or interventions

- <u>SHOW</u> them how their voice was heard

Implementation Example

Participants

3 Students

- All high school
- 2 males, 1 female
- Autism spectrum disorder
- Received instruction during special education class
- Used intervention during general education setting
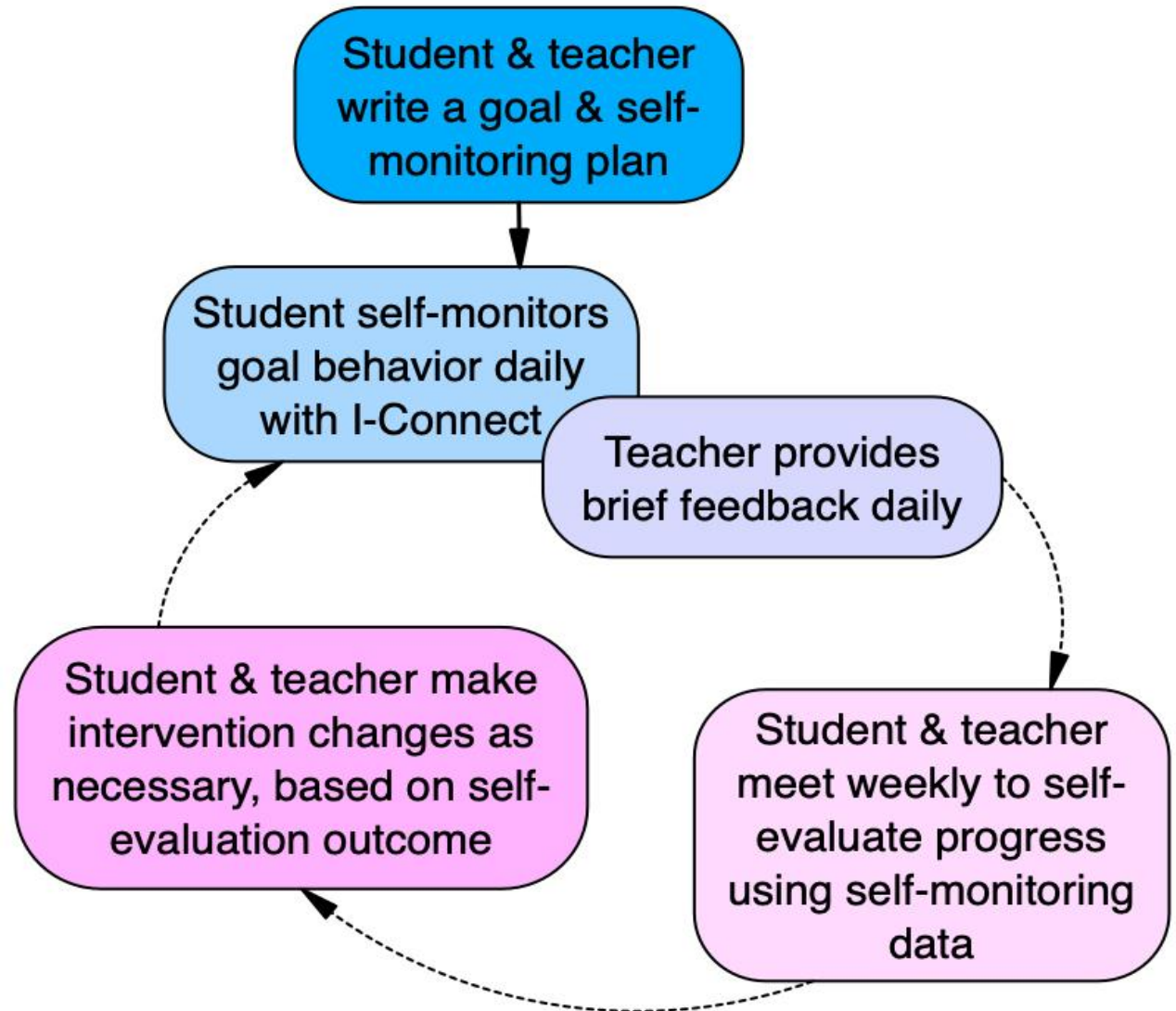- One student self-referred, two students received teacher nomination (TFI 2.6)

Interventionists

- High school special education teacher, male, X years of experience
- High school special education paraprofessional, 2 months of experience

The SELF Intervention

Implementation Steps

1. Teach the student to identify interfering & goal behaviors
2. Teach the student to write specific & measurable goals
3. Teach the student to design a self-monitoring plan
4. Implement the self-monitoring plan
5. Teach the student to read their data and make adaptations to their intervention (TFI 2.6, 2.13)
6. Discuss overall progress with the student to determine maintenance and generalization programming

Student & teacher write a goal & self-monitoring plan

Student self-monitors goal behavior daily with I-Connect

Teacher provides brief feedback daily

Student & teacher make intervention changes as necessary, based on self-evaluation outcome

Student & teacher meet weekly to self-evaluate progress using self-monitoring data

Identifying Behaviors

Defining the Interfering Behaviors

Interfering behaviors are the things that we do that get in the way of learning in our classes. Interfering behaviors might include:

Chatting with neighbors	Checking your phone	Working on homework from other classes
Reading unassigned books	Arguing with classmates	Arguing with the teacher
Refusing to work	Losing materials	Coming to class unprepared
Spacing out	Leaving class	Arriving late
Sleeping	Making jokes	Starting off topic conversations
Blurting out answers		Browsing the internet

1. What are the 3 most problematic (interfering) behaviors you want to address?

2. How are these interfering behaviors impacting your grades, work completion, or discipline problems in school?

Identifying Behaviors

Defining Your Goal Behaviors

Goal behaviors are the things that we can do instead of our interfering behaviors. These behaviors should help us learn more and focus our attention during class. Example goal behaviors include:

Talking with neighbors during appropriate times	Turning your phone off	Leaving your phone in your backpack
Watching the teacher	Listening to the teacher	Answering discussion questions
Arriving on time	Starting work immediately	Following directions
Listening to classmates during discussions	Raising your hand and waiting to be called on to speak	Taking notes
Working on class assignments	Coming to class prepared	Asking for help

3. For each of the interfering behaviors you selected, identify one goal behavior.

Interfering Behavior	Goal Behavior

Interfering Behavior	Goal Behavior

Interfering Behavior	Goal Behavior

4. How will using these goal behaviors impact your grades, work completion, or disciplinary problems?

Write a goal

I will _____ during _____ at least _____ % of the time.

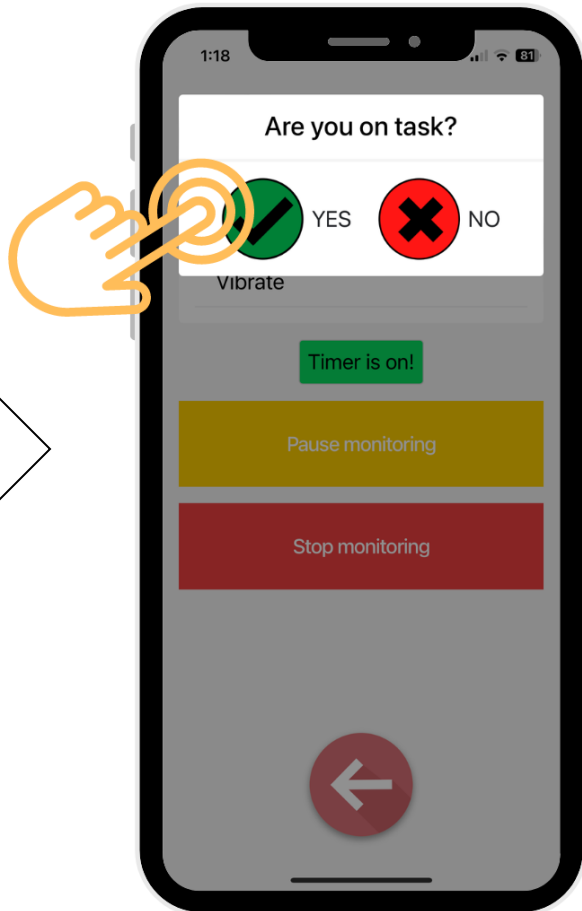   Goal behavior   Class   Criterion

Optional: Rewrite your goal using your own words in the box below:

6. If you start working towards achieving this goal, how do you think your behavior will change in class?

What goals did real students write?

- "I will stay calm in Civics at least 65% of the time."
- "I will use my laptop appropriately during Civics at least 80% of the time."
- "I will use my time wisely during DI and Psychology at least 80% of the time."

Design & Implement Self-Monitoring Plan

Iconnect.ku.edu

Phone screen:
1:18

Are you on task?

✓ YES   ✗ NO

Vibrate

Timer is on!

Pause monitoring
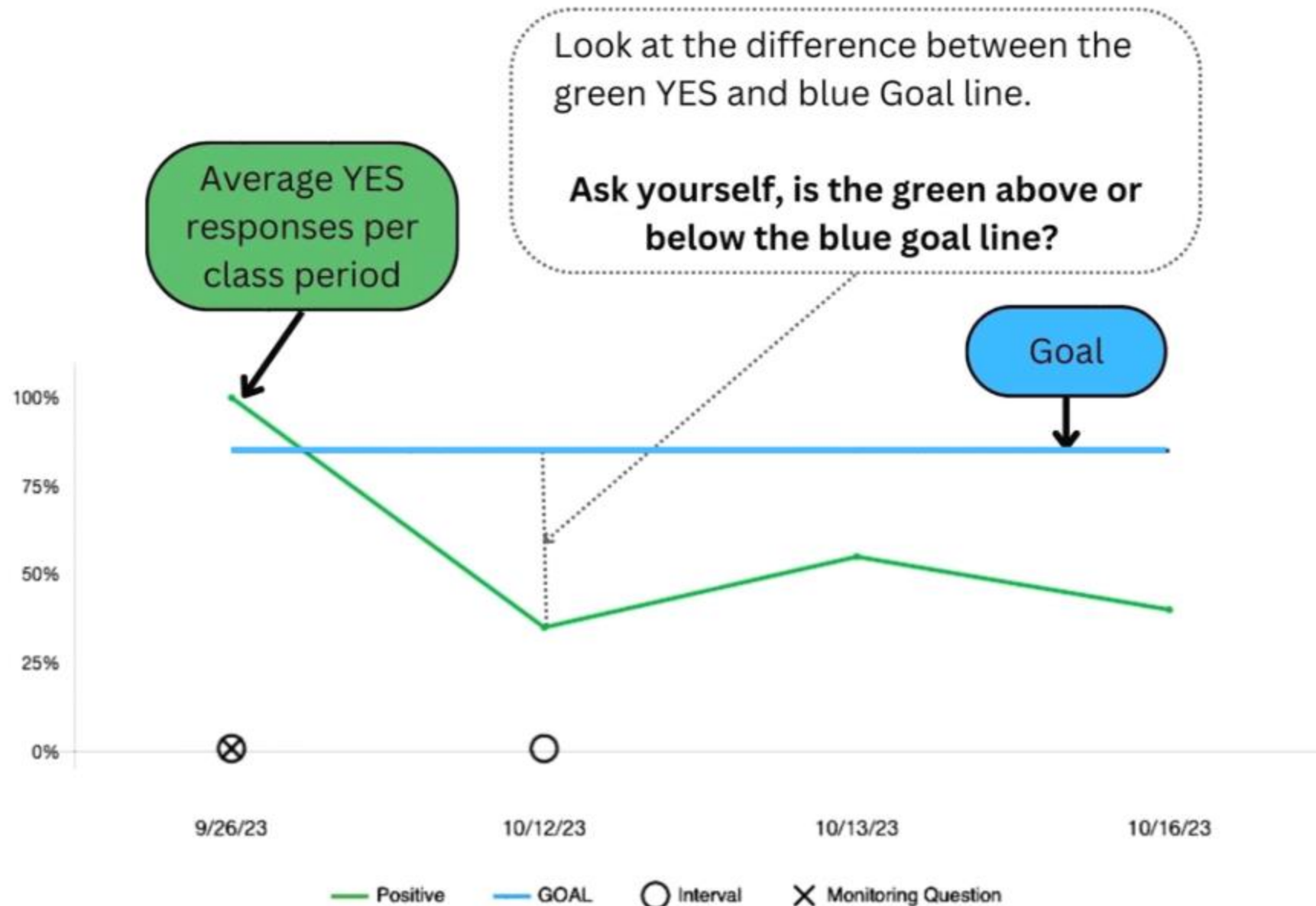
Stop monitoring

Worksheet:

7. What behavior will you self-monitor? Hint: it's your goal behavior from 5b.

8. Write your goal behavior as a question you will ask yourself when you self-monitor.

9. What will it look like when you are engaging in this behavior?

10. What will it look like when you are NOT engaging in this behavior?

11. What is your interval length?

12. What is your criterion?

What plans did they design?

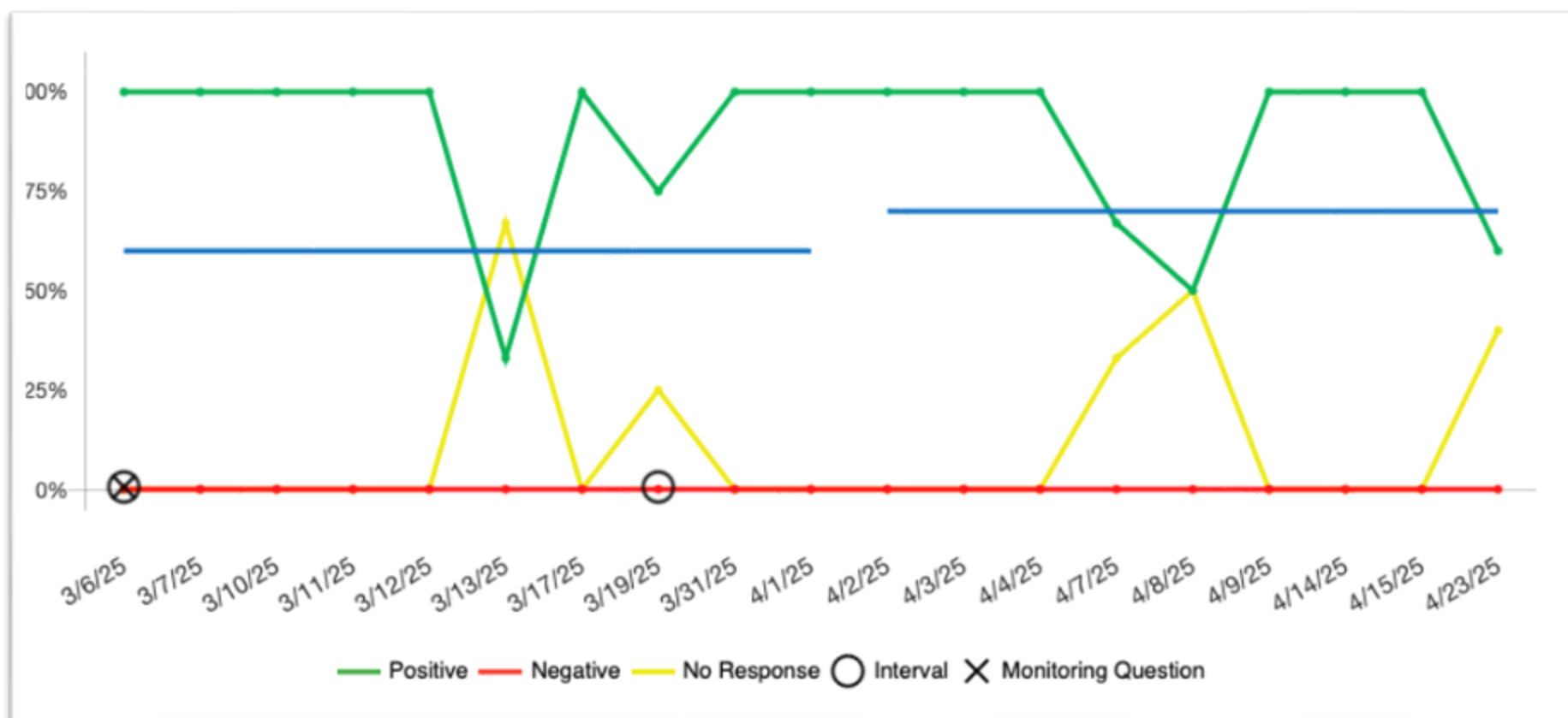| Class	Question	Interval	Goal
Eng/SS	Have I been calm?	7-mins	65%
Special Education Psychology	Have I been using my time wisely?	10-mins	80%
Eng/SS	Have you been using your laptop appropriately? Have I been paying attention?	10-mins	80%

Self-Evaluate Self-Monitoring Data

Weekly Self-Evaluation Sessions

# Student 1 Self-Monitoring Data

Post-intervention debriefing

- After 3 weeks of intervention, meet with the student for an in-depth conversation about progress

- Review the data and ask the student:
  - Do you think the intervention has been successful?
  - Have you noticed any changes in your grades or work completion?
  - Do you want to keep using the intervention?
    - Do you want to make any changes to the intervention?

How did it work out?

Student	Baseline Mean	Intervention Mean	Change
Student 1	27% (16 mins)	88% (53 mins)	+ 37 mins
Student 2	65% (39 mins)	59% (35 mins)	- 4 mins
Student 3	48% (29 mins)	89% (53 mins)	+ 24 mins

*minutes based on a 60-minute class period
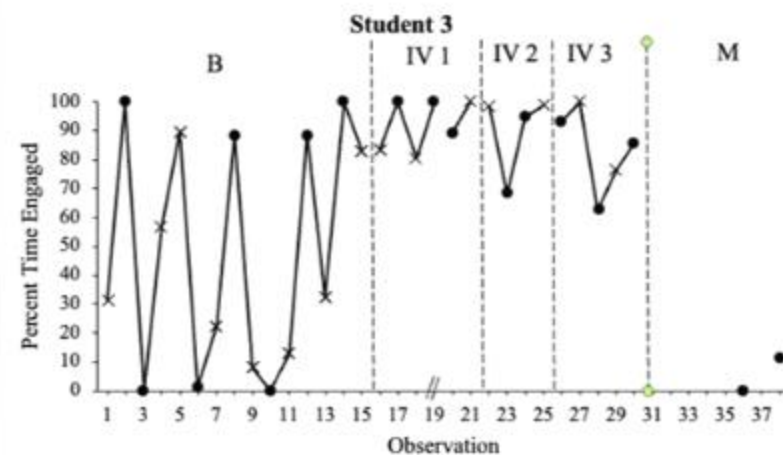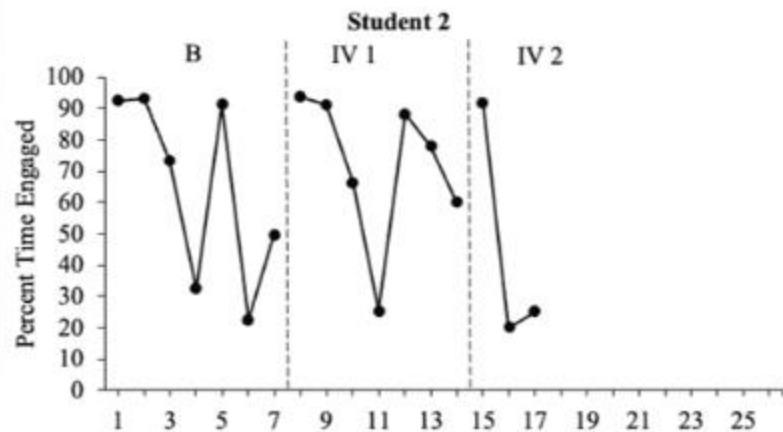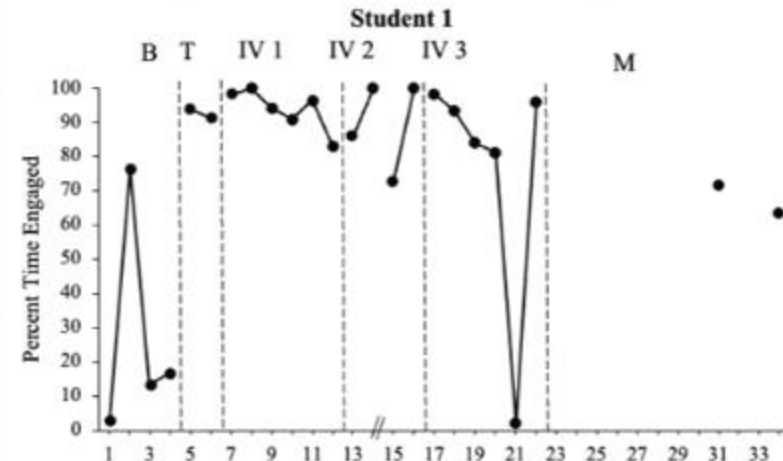
Other considerations

Student/ family culture – is this an acceptable/ appropriate procedure for them?

Student/family language – can you effectively communicate with the student?

Skill deficit vs performance deficit

Track **intervention-level** fidelity

Wrap up

Closing, Resources, Contact

Main Takeaways

1. Students with disabilities (all students) benefit from being involved in PBIS implementation

2. Tier 1 involvement can include improving the student's sense of belonging

3. Tier 2/3 involvement can include embedding opportunities for student voice in intervention decision-making

Resources

- [Google Drive](#) with resources for further reading!

![Mizzou logo]

Contact us!

Sara Estrapala –
sle9bb@Missouri.edu

Shannon Locke –

Austin Jackson –
acjdzd@umsystem.edu