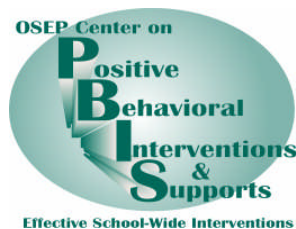


Positive Behavior Support in High Schools: Monograph from the
2004 Illinois High School Forum of Positive Behavioral
Interventions and Supports

Edited by

Hank Bohanon-Edmonson, K. Brigid Flannery, Lucille Eber, and
George Sugai



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CHAPTER 1: SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT IN HIGH
SCHOOLS: WHAT WILL IT TAKE?¹

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Abstract

Systems of school-wide positive behavior support have been adopted, sustained, and expanded in elementary and middle schools. However, the same levels of implementation have not been documented widely and replicably at the high school level, especially, in large enrollment urban environments. The purpose of this paper is to describe what we generally are learning about the implementation of school-wide positive behavior support in high schools, and give recommendations about what educators might do to improve behavior support for all high school students. Recommendations for future research directions also are discussed.

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School-wide Positive Behavior Support in High Schools: What Will It Take?

School-wide positive behavior support (SWPBS) has evolved into a viable process for assisting schools to identify, adopt, adapt, implement, and evaluate evidence-based school-wide, classroom, and individual student interventions (Sugai & Horner, 2002). The SWPBS process is characterized as a problem solving and action planning process through which school leadership teams (a) review information or data about their school, (b) develop measurable and realistic short and long-term objectives and outcomes, (c) select practices that have demonstrated efficacy in achieving those outcomes, and (d) establish systems to enable adaptation of practices and preparation of implementers for the most effective, efficient, and relevant use of those practices (Sugai et al., 2000). Underlying this characterization are guiding principles that emphasize prevention, continuum of behavior support for all students, science of human behavior, application in real school environments, continuous improvement, and systemic organizational change (Carr et al., 2002; Sugai et al., 2000).

In recent years, the practices and processes of SWPBS systems have been demonstrated and studied at the elementary and middle school levels (Safran & Oswald, 2003). In those efforts we have learned that improvements in the school-wide disciplinary climates of elementary and middle school environments are possible in several ways, for example, reduction of office discipline referrals (Colvin, Kame'enui, & Sugai, 1993; Nelson, Martella, & Galand, 1998; Taylor-Greene et al., 1997), and improvement in problem behavior in nonclassroom settings (e.g., Colvin, Sugai, Good, & Lee, 1997; Horner & Sugai, in press; Nelson, Colvin, & Smith, 1996; Putnam et al., 2003).

When implemented with fidelity, SWPBS has the following features or “look”:

- (a) more than 80% of students can describe what is expected of them and give context-specific behavioral examples,
- (b) more time is available for academic instruction and

academic engagement is high, (c) positive exceed negative adult-to-student interactions, (d) evidence based practices are being used, (e) function-based behavior support serves as the foundation for addressing problem behavior, (f) data- and team-based action planning and implementation are operating, (g) administrators are active participants, (h) definitions and procedures for handling minor (staff managed) and major (office managed) rule violations are agreed to and consistently implemented, (i) discipline data are collected and reviewed on a regular basis, and (j) full continuum of behavior support is available to all students (Colvin, Kame'enui, & Sugai, 1993; Horner & Sugai, 2003; Lewis & Sugai, 1999; Safran & Oswald, 2003).

Applications of SWPBS in high school settings, however, have not been demonstrated and documented widely or sufficiently. In part, the emphasis has been on elementary and middle schools, but we also are learning that implementation of SWPBS may need to be adapted in high schools to accommodate their unique organizational and structural features, the progressive social and developmental aspects of adolescence, and variations in how problem behaviors and social responsibility are defined and considered at the secondary level. Thus, the purpose of this paper is to describe what we generally are learning about the implementation of SWPBS in high schools, and give initial recommendations about what educators might do to improve behavior support for all high school students.

For the purpose of this paper, we define high schools as environments that serve the educational needs of students in grades 8/9 through 12, and we describe (a) what characteristics of high school environments uniquely might influence implementation of initiatives like SWPBS, (b) what is known about affecting the prevalence and incidence of problem behavior in adolescence and high schools, (c) what we are learning about the

implementation of SWPBS in high schools, and (d) what else we need to do and learn to improve our efforts.

High Schools and Systems Change

High schools vary from elementary and middle schools in a variety of important ways (see Table 1). For example, organizationally and structurally, high schools generally have large student enrollments by having multiple feeder middle schools. As a result, students do not know many of their peers, parent involvement decreases, class sizes increase, hallways and other campus common areas are more crowded, teachers have curriculum specializations (e.g., physics, English literature, American history), some campuses are ‘open’, and individualized attention for students from staff is decreased. The large school size also means larger staff sizes that reduce the number of meetings with all of the faculty, increase the need for departmental organizations (e.g., science and math, liberal arts, industrial arts, counseling and special education) and require more formalized organizational systems (e.g., faculty senates, department head meetings). According to the National Center for Educational Statistics (2003), school size had a direct impact on discipline. They reported, “larger schools were more likely to have a violent incident and report one or more violent incidents to the police than smaller schools. About 89 percent of schools with 1,000 students or more had a violent incident, compared with 61 percent of schools with less than 300 students" (p. 16).

From a curriculum perspective, the academic emphasis shifts to (a) more knowledge dissemination (e.g., lecture format), skill application (e.g., independent study), and acquisition of new and more specialized knowledge (e.g., discovery activities); (b) earning of credits and completing course requirements for graduation; (c) preparation for college or work; and (d) scheduling by content periods or blocks. The National Governors Association’s (NGA) guidebook on reform also suggested that some

high school educators were playing catch up due to poor instruction at the primary levels (NGA, 2003). From an individual perspective, students are assumed to be able to self-manage and organize, motivated by and responsible for their own learning, and ready to accommodate new personal responsibilities (e.g., driving, sexual development, dating practices).

Table 1. Differences and Similarities in the Features of Elementary, Middle, and High Schools that Affect Implementation of School-wide Initiatives, like PBS.

FEATURE	ELEM	MID/JR	HIGH
Academic Emphasis	Tool Acquisition & Fluency	Knowledge Acquisition & Fluency	Knowledge Acquisition, Fluency, & Knowledge Generation
Curriculum Preparation	Middle School	High School	College and/or Vocational
Alternative to Traditional Completion	Grade Retention, Charter/Alternative School	Grade Retention, Charter/Alternative School	Dropout, GED, Charter/Alternative Schools
Curriculum Organization	Grade level classroom	Departmental Specializations	Departmental Specializations
Curriculum Preparation/ Planning	Multiple Content Areas	Single Content Areas, Electives	Single Content Areas, Electives, Specializations
Focus for Principal	School	School	School/Community
Administrative Decision Making	Principal/Staff	Principal, Grade Level Team, Departments	Executive Department Head Council, Departmental, Student Council
Size	Small: Neighborhood School	Medium: Multiple Feeder Schools	Large: Multiple Feeder Schools
Attendance	Required	Required	Required, Dropout, Alternative
Scheduling/ Teacher Responsibility	Single Self-contained Classroom	Multiple Period/Block	Multiple Period/Block
Behavior Management Emphasis	Teacher-Directed	Teacher-Directed & Self-Management	Self-Management/ Self-recruitment

FEATURE	ELEM	MID/JR	HIGH
Academic Incentives (reinforcers)	Grade Promotion, Middle/Junior High	Grade Promotion, Grades, Senior High	Credits/Grades, Grade Promotion, College, Work
Student Social Incentives (Reinforcers)	Tangibles, Social Attention	Tangibles, Edibles, Social Attention, Social Status	Social Attention (Peer & Adult), Activities, Status, Individual Interests
Staff Positive Reinforcers	Professional Acknowledgments, Student Achievement	Professional Acknowledgments, Student Achievement	Professional Acknowledgments, Student Achievement
Social Behavior Development	Basic Personal & Interpersonal	Self, Peers & Adults, Relations with Opposite Sex	Personal Responsibility (e.g., Driving, Dating, Sexual Behavior, Jobs)
Rule Violation Consequences	Classroom Managed, Office Referral	Classroom Managed, Office Referral, Suspensions	Classroom Managed, Office Referral, Suspensions, Expulsions, Saturday School, Alternative School/Program, Public Safety
Problem Behavior	Minor: Physical Aggression, Temper Tantrums, Not Following Directions, Possible Gang Affiliation	Defiance, Insubordination, Gang Membership, Fighting, Confrontation, Drug/Alcohol Experimentation	Truancy, Skipping Class, Tardies, Drug/Alcohol/Cigarette Use/Abuse, Gang Membership
School-Sponsored Extracurricular	Limited	Intra-mural, Clubs	Inter-mural, Clubs, Social, Sports
Parent Involvement	High	Medium	Low
Neighborhood/Community Access	Closed	Closed	Open/Closed
Special Education	Student, Teacher, and Family Focus, Academic/Social IEP	Student, Teacher, and Family Focus, Academic/Social IEP	Student, Teacher, Family, and Department Focus, Academic/Social/Adaptive/Vocational IEP

From a discipline perspective, students are considered responsible for their own behaviors, and violations of behavioral standards are handled through a continuum of increasingly aversive and/or exclusionary consequences (e.g., loss of credits, suspensions, Saturday schools, alternative programs/schools) that often involve community law enforcement and the juvenile justice system. If students do not assume responsibility for changing/improving their behaviors, they are excluded from the classroom, and the school administrator doles out consequences designed to eliminate problematic behavior in the classroom. A reactive approach to behavior management is emphasized, and the assumption is that if the student “decides” not to improve his or her behavior, then the privilege of being at school is removed. At the extreme, students who do not improve their behavior must consider alternatives (e.g., dropping out, alternative program, GED).

Affecting the Prevalence and Incidence of Problem Behavior
in Adolescence and High Schools

Rightfully, much attention has been given to identifying and intervening early with young children to prevent the development and intensification of problem behavior. The literature is clear that addressing the social behavioral needs of children in the early developmental and school years is a worthwhile societal investment (Walker, Ramsey, & Gresham, 2003/2004). It is equally important to prevent the occurrence and worsening of problem behavior in preadolescent and adolescent youth (Biglan, 1995). However, the tendency of high schools is to respond to persistent and serious problem behavior by adopting a “get-tough” response. This approach consists of (a) repeating and restating consequences, (b) increasing the aversiveness of consequences, (c) establishing a bottom line or zero tolerance level, (d) excluding the student from the “privilege” of attending school through out-of-school suspensions and expulsions, and (e) offering alternative

ways of completing the high school experience some place else (e.g., alternative school, community college) (Sugai & Horner, 2002).

Unfortunately, this approach to managing disciplinary problems fosters environments of control, actually triggers and reinforces antisocial behavior, shifts accountability and education responsibility away from the school, devalues the student-teacher relationship, and weakens the link between academic and social behavior programming (Gottfredson, 1987; Gottfredson, Gottfredson, & Hybl, 1993; Mayer, 1995; Mayer et al., 1983; Sugai & Horner, 2002).

In 2001, the United States Surgeon General published a report on the status of adolescents and antisocial behavior in which it was reported that schools can expect increasing number of serious problem behavior if antisocial peer networks are allowed to be established inside schools and if deviant youth behavior is reinforced by peers and adults. To affect the rates and prevent the development of antisocial behavior in youth, the Surgeon General report strongly suggests that a prevention based approach be emphasized, and that contingencies be arranged so an intolerant attitude toward antisocial behavior is established, antisocial networks are actively broken up and monitored, schools provide parents with strategies to increase their efficiency and effectiveness in the home, a commitment to school is enhanced, academic success is increased, a positive school climate is created and fostered, and individual social skills and competence are taught and encouraged across all students. Each one of these recommendations aligns with the emphasis of SWPBS.

What We Are Learning about the Implementation of SWPBS in High Schools

Our initial efforts to implement SWPBS in high schools have been exploratory at best, and much more work needs to be done to study systematically the SWPBS effects on high school social climate, academic achievement, rates of problem behavior, and

organizational efficiency and efficacy. Although little published research exists, a few demonstrations exist to guide the implementation of SWPBS, and from these demonstrations, we are beginning to see patterns in high school implementation efforts (Naperville PBS HS Forum, 2004). First, implementation efforts seem to be more effective and relevant if students are actively involved. This involvement, for example, might include membership on school leadership teams, participation in information collection, participation in intervention development and implementation, and evaluation of implementation efforts.

Second, active involvement, commitments, and leadership by high school administrators seem to be especially important at the high school level. Large organizational structures, multiple initiatives, and localized decision making, for example, require strong, visible, and decisive leadership. Third, for schools that have difficulty implementing school-wide initiatives, initial implementation seems to be more effective if smaller in scope. For example, initial implementation with 9th grade students seems to be more acceptable to staff and a better investment of time and resources because of the challenges associated with the middle-high transition.

Fourth, “fitting” or integrating the SWPBS effort into the myriad of school initiatives, priorities, and programs is a significant challenge for high schools. Secondary settings must prepare students for post-secondary education, vocational success, community/family life, etc., and strengthen student competence to minimize the chances of negative community consequences (e.g., juvenile delinquency, substance abuse, mental health issues). They also must respond to state and national initiatives designed to improve school functioning and outcomes (e.g., No Child Left Behind, special education, character education, safe/drug free schools). High schools that are implementing SWPBS find it efficacious to identify specific behavioral/social outcomes (e.g., increase school

attendance, reduce incidents of substance use at school, reduce office referrals for harassment), and then organize and integrate multiple initiatives that have similar outcomes.

Fifth, because high schools receive students from multiple middle/junior high schools, their enrollments tend to be large. Most research findings on school enrollment size indicate that student group size should be approximately 600-700 students to maintain reasonable outcomes and to maximize teaching effectiveness (Cotton, 1995). These findings suggest that re-organizing large schools into smaller learning communities and organizational units might improve the efficiency of individual student and school-wide implementation of an initiative like SWPBS.

Finally, before any intervention is put into effect, we have learned that high school staff must understand that (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 with 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, and (e) students are not always self-motivated by academic and social success. Although this problem is experienced at all school levels, the importance of positively acknowledging student displays of prosocial behavior is not embraced widely in secondary settings. Reactive discipline is falsely assumed to be sufficient for handling rule violations and for promoting socially desirable behaviors, and as a result, over-used as a primary behavior management technique.

These findings are helping implementers of SWPBS to improve the efficiency, effectiveness, and relevance of their efforts. Although an adequate research database has not been established, we can learn from successful elementary and middle school implementations, and stay focused on conceptually sound practices and systems. As more

high schools become involved in the implementation of school-wide initiatives, like PBS, our research at the elementary and middle school levels and our experiences with exemplar demonstrations at the high level can be summarized into a few guiding principles found in Table 2.

What Needs to Be Done to Improve Our Efforts?

Although our initial successes and experiences are encouraging, we have much to do if we are to (a) convince high schools to consider the practices and systems of SWPBS, and (b) improve the effectiveness, efficiency, and relevance of our implementation efforts in high schools. Issues related to accuracy, fluency, and maintenance of implementation; durability of outcomes; and expansion of implementation efforts must be investigated.

Two main recommendations are indicated. First, more demonstrations of high school SWPBS are needed to demonstrate what is possible and to test what variations and adaptations must be made to maximize implementation outcomes. These demonstrations are needed in each of the areas that make high schools unique from elementary and middle schools (e.g., large enrollment schools, departmental organizations, adolescent to adult transition curriculum). The objective is to identify the features of SWPBS that are doable and important in high school implementations.

Although these demonstrations give us an idea of what is possible, they do not give us the ability to indicate confidently what actually contributes most to the observed change. Thus, the second recommendation is to develop programs of research that delineate what contributes most to observe changes in student and adult (e.g. staff, faculty, administration) behavior. Without confident causal statements, we are limited in what we can recommend to high school implementers, professional development specialists, personnel preparation organizations, and researchers.

Table 2:

Summary of Guiding Principles for the Implementation of School-wide Initiatives

1. Establish and/or consolidate a school-wide leadership team that enables efficient communication and decision making with large number of staff members.
2. Work within existing administrative structures.
3. Start small and prioritize time.
4. Identify naturally occurring and useful data sources & systems.
5. Increase focus on teaching and encouraging positive expectations.
6. Maximize administrator involvement.
7. Involve students and staff to greatest extent in decision-making, development, and evaluation activities.
8. Increase opportunities for feedback to students and staff.
9. Specify and focus on measurable outcome indicators.
10. Increase opportunities for academic success and competence of ALL students.
11. Create student communities that are small in size, maximize adult interactions, & enable active supervision.
12. Prioritize, model, prompt, & acknowledge factors that contribute to positive “Sense of Community.”
13. Move the school toward three organizational goals: (a) a common vision (i.e., purpose, goal), (b) common language (e.g., communications, terminology, information), and (c) common experience (e.g., routines, actions, activities, operational structures).

What appears to be consistent at this point is that researchers and practitioners should be willing to commit to a process that will take longer to implement and assess than implementation at the primary level.

Conclusion

The effective implementation of SWPBS is incomplete if we cannot say something about what it would look like at the high school level. Our initial efforts suggest that SWPBS seems possible at the high school level, but implementation must consider those factors that make high schools unique from elementary and middle schools. In this paper, we also attempted to describe what we have learned from a number of implementation demonstrations in a few high schools across the country, and from these demonstrations we can make some cautionary recommendations about what seems to be important to maximize favorable outcomes for both students and faculty members. Clearly, however, more demonstrations must be evaluated, and more systematic research needs to be conducted in high schools that implement SWPBS.

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CHAPTER 2: DEVELOPMENT AND ENHANCEMENT OF SCHOOL-WIDE HIGH SCHOOL TEAMS

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The development of a leadership or a behavior support team is one of the critical factors for successful implementation of school-wide PBS. Effectiveness, efficiency and sustainability of PBS models are compromised without attention to several key considerations. This issue is particularly challenging in high schools, where there are many obstacles impeding school-wide behavior support. In this chapter we review the components of an effective school-wide behavior support leadership team and ways it can be enhanced.

Strategies for Team Development and Enhancement

Robert Putnam, Senior Vice President of Consultation and Positive Schools, May Institute provided the overview of the session on Team Development and Enhancement. The first step in the process should be developing a clear mission for the leadership team. The mission should focus on four major areas: 1) improving school/student performance; 2) tying all efforts to the benefits for students; 3) never changing things that are working, and; 4) always making the smallest change that will have the biggest impact on the students/school (Horner & Sugai, 2004). A critical first step is ensuring that school discipline is one of three top areas of improvement for your school. Another goal is having administrative support on the team. Without effective administrative support the

development of teams and their ongoing sustainability is at risk. Various stakeholders should be represented, for example, administrators, general educators, special educators, pupil personnel, paraprofessionals, ancillary staff (e.g. security and cafeteria personnel), parents and students.

Team development requires collecting self-assessment data, such as the *EBS Self-Assessment Survey* (Sugai, Horner & Todd, 2003), *Team Implementation Checklist* (Sugai, Horner & Lewis-Palmer, 2002), and other discipline data including office discipline referrals and suspensions. A comprehensive data system is important for empirical decision-making and school self-evaluation efforts. This information allows the team to better plan the development and the assessment of its school-wide PBS plan. We suggest reviewing relevant data within the first ten minutes of a team meeting, as well as celebrating successes documented by the data.

Once the team has been formed, members should pick a time that is mutually convenient and then meet regularly. It is essential to have regularly scheduled meetings to build momentum and maintain progress. The availability of snacks at each meeting is desirable. Action plans should be created for each meeting and reviewed as an initial agenda item. Using the whole team to develop and monitor implementation of the plan is key to its success. A coach, who has significant training in school-wide PBS, is an invaluable resource to assist the team in selecting efficient and effective interventions.

Reminders in the form of emails and notes in mailboxes are useful to maximize attendance at the meetings. Make sure that each member is recognized for attending the meeting, arriving on time, and contributing accordingly. It is vital that you value each member's time by starting and ending the meeting on time. An agenda should be prepared as an advance organizer. A goal should be to have regular informational reporting on preparation and implementation of the plan. Such information may be

gathered through serial administrations of the *EBS Self-Assessment Survey* or *Team Implementation Checklist*. More important, the data on fidelity of implementation of the School-wide PBS plan, as well as its effectiveness on student behavior, should be shared. Using a data management system such as *School-Wide Information System* (SWIS) (<http://www.swis.org>) provides an efficient way to review office discipline referral data.

The sustainability and maintenance of the team is important to the success of your schoolwide PBS plan. Beyond the strategies listed above, other recommendations are to: 1) look for and celebrate every success; 2) review data within the first ten minutes of the meeting; 3) conduct a brief review of what was accomplished since last meeting with progress reported on each task; 4) develop a set of action plan steps to be accomplished by the next meeting, and; 5) identify methods to keep faculty informed of your progress through brief reports and/or data presentations.

Example of Team Development

The Alton High School located in Alton, Illinois has a population of 2,200 students. Ms. Judy Wilson and Ms. Cathy Elloitt, who are teachers at the school, presented an example of how their team developed and the steps they used to enhance its functioning. They suggested that Schoolwide PBS is a process of improving their school. Their team has developed over a number of years and has always had administrative support. The team relies on both a facilitator and a coach, with 20 to 25 staff attending the monthly, 7:00 a.m. meetings.

A number of challenges were reported due to both the size of the campus and the number of faculty members. Early on, data was collected but decisions were not always made with reference to them. Encouraging staff support and participation remains an ongoing effort, and, finding incentives/interventions that work for staff and students can be a daunting task.

There were a number of suggestions that seemed to help the team. One suggestion was to organize the team into subcommittees and have the chairpersons at each meeting report on their activities. The result has made the process more organized and efficient. The committee always incorporates an agenda, and reports are given on discipline data, the recognition system, public relations, and targeted students. Another suggestion was to provide ways so that new staff are aware of PBS principals and methods. In this regard, staff have used data to make decisions about interventions. Finally, each department at school has representatives who rotate as committee members each year.

Summary of Round Table Sessions

The following section is a review of the information gathered from the round table discussions.

Current Status and Priority Level

Of the high schools that participated in the discussion, approximately 41% reported that they have team development and enhancement strategies “partially in place”, 30% responded that it was “in place”, while 27% indicated that their level was “not in place.” When asked to rate the level of priority, approximately 51% rated it as high. The remaining 49% were equally divided between medium and low priority.

Challenges and Strategies

A complete list of the challenges and strategies from this session are provided in Table 1 of this document. The participants’ comments regarding challenges fell into three categories: 1) getting staff to buy-in; 2) scheduling issues; and 3) staff turnover on the committee. Staff buy-in was the most consistent challenge mentioned. The participants reported difficulty with motivating “older” staff to become part of the process. A number of school representatives stated that some teachers have an “I’m not coming if I don’t get

paid” attitude. As for scheduling concerns, many staff believed there is already too much work to be done and not enough time to do it. Frequently, other priorities in the school take precedence, which puts team development and enhancement on the “back burner.” The PBS process was not always on the faculty meeting agenda, producing an “out of sight, out of mind” attitude. It also is difficult to schedule a meeting time that is convenient for all. Finally, the group sometimes lost key members such as an active administrator because that person’s job responsibilities changed. A few members also stopped coming to meetings, requiring a few members “to do everything”.

The round table discussions yielded many strategies to help overcome the challenges mentioned earlier. Good communication is essential. Some schools have set up bulletin boards in staff cafeterias or lounges to post information regarding PBIS. Meeting agendas and notes are stored in a three-ring binder, a useful tactic for when new members join the team, or when a member misses a meeting (they have a place to go to read through topics covered at past meetings).

Many schools suggested starting small with a group of teachers and administrators committed to the process. As this group understands the process better, they can influence others by sharing information with colleagues.

The participants mentioned items that can make a huge difference for team development and enhancement. Sometimes the location of the meetings is not ideal and a simple change in physical location may help. Providing an incentive such as career development points or snacks/beverages at meetings should be considered. Given that time always seems hard to come by with everything going on in schools, sticking to the agenda is important. Limiting the amount of side conversations allows for meetings to move along. To reiterate, meetings should start on time and end on time. Make sure to celebrate accomplishments on a regular basis. Lastly, participants also must recognize the

importance of attending trainings and forums on PBIS. This allows their schools to interact with other schools to share ideas, strategies, and accomplishments which all helps team development and enhancement. A summary of these issues and challenges can be seen in Table 1.

Conclusion

This chapter has focused on suggested practices by national trainers and members of high school PBS teams. The following section provides a summary of the key points of the presentations and round table discussions.

Challenges

- Obtaining staff buy-in and support given other competing issues;
- Maintaining committee members' active participation so that it doesn't evolve into a few staff doing it all;
- Scheduling meetings to maximize attendance and reduce staff turnover;
- Using data to make school-wide decisions;
- Finding incentives that work for staff; and
- Gaining administrative support.

Strategies

- Make sure that school discipline is one of the school's top three priorities;
- Make sure that you have strong administrative support;
- Develop a clear mission for the team;
- Look for and celebrate all successes!!!!!!;
- Develop a data management system that will provide data on an ongoing basis.
Review data during the first part of each team's meeting;
- Use subcommittees to share the work. Have them report at each meeting;

- Have an action plan that is developed at each meeting and reviewed at the subsequent meeting;
- Provide incentives for participation such as Professional Development Points points;
- Use your coach to facilitate effective and efficient interventions;
- Obtain representation from departments across the school. Rotate these members;
- Hold regular meetings so that you can build momentum. Be sure the meetings both start on time and finish on time. Provide snacks at the meeting;
- Use an agenda as an advance organizer; and
- Publicize the work of the committee to gather staff support.

A critical component of successful team development and enhancement is getting key staff involved. The team needs to have strong administrative support and leadership. Recognizing the efforts of the participants and providing information relative to development and implementation of the plan is important. Reviewing data on the effectiveness of the interventions will crucial to the overall success of the school-wide PBS plan.

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Table 1:

Summary of Challenges and Strategies

Staff Buy-In	
Challenges of Implementation	Strategies to Address Challenges
<ul style="list-style-type: none"> • Veteran staff members not on board • Staff members not becoming involved if it is not tied into additional pay • School-wide PBS not always mentioned at faculty meetings 	<ul style="list-style-type: none"> • Post information on School-wide PBS in staff cafeterias and lounges • Personally invite staff members to attend a team meeting to learn more about School-wide PBS • Start small and go slow • Post data so staff can see success • Attend trainings and forums on School-wide PBS
Scheduling Issues	
Challenges of Implementation	Strategies to Address Challenges
<ul style="list-style-type: none"> • Too much work to do and not enough time to do it • Other priorities in the school take precedence • Difficult to schedule meetings when everyone involved can make it 	<ul style="list-style-type: none"> • Change the location of the meetings • Start meetings on time and end on time • Stick to the agenda • Limit the amount of side conversations at meetings
Staff Turnover	
Challenges of Implementation	Strategies to Address Challenges
<ul style="list-style-type: none"> • Change in administrator's job responsibilities • Team members stop coming to meetings • Team members get burnt out from doing too much 	<ul style="list-style-type: none"> • Provide refreshments and some food at meetings. • Remember to celebrate successes • Put together a binder which contains past agendas and meeting notes • Provide career development points as an incentive • Never let all the work fall on one person or a small group of people

CHAPTER 3: ADMINISTRATIVE SUPPORT AND ROLES FOR
IMPLEMENTATION OF POSITIVE BEHAVIOR SUPPORT IN HIGH SCHOOLS

Dr. Beverly Kasper
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The purpose of this chapter is to discuss supports provided by administration in the implementation of positive behavior support (PBS) at the secondary, high school level. This chapter will cover a wide range of roles and responsibilities for administrators interested in implementing PBS in their setting. Suggestions for effective administrative involvement will be identified.

Strategies for Administrative Support

For the purposes of this chapter, administration refers to principals, vice/assistant principals, discipline deans, and directors of services. The overview of the session on Administrative Support/Roles was provided by Steve Romano, ISBE/EBD/PBIS Network facilitator. It appears that leadership is the overarching role of the administrator in a high school implementing PBS. Leadership involves several key steps.

First, it is key that the administrator know the people in his/her building who would be good team members, (e.g. team members representative of the school as a whole) including, but not limited to, their core team. *Second*, administrators should attend training sessions with their team. The administrative presence at training communicates a clear message of support and commitment to PBS. *Third*, the administrator must be forward thinking, (e.g. able to anticipate the resource needs of the team), as well as cognizant of long-term resource needs. Whether funds are found through grants or line items in the building level budget, dedicated funding sources are necessary for success.

These resources can be used for team member release time, substitute teachers, travel expenses, printing costs, reinforcers, stipends, and a multitude of other items. *Fourth*, the administrator provides support by planning regular team meeting times. These times and settings include: during the school day; outside the school day; on-campus; off-campus; with or without stipends; and with administrator presence. *Fifth*, the administrator provides leadership by communicating team discussions/decisions regularly with all staff members. Often this communication takes the form of making PBS a permanent agenda item for staff/faculty meetings. As a communicator, the leader solicits both input and feedback from all constituents regarding PBS implementation.

Example of Administrative Support

Laurie Fogelman, Assistant Principal and Heather Miller, PBS Chair from Kenwood High School, MD, presented an example of administrative support *in developing policies and procedures* for the implementation of PBS at the high school level. They shared that as they were in their first year of implementation, they rated this strategy as ‘partially implemented’ at Kenwood. Partially implemented was defined as having a school-wide reward and consequences system in place, collecting baseline data, as well as planning changes for the next school year (2004-05).

Several key points relate to the administrators’ role in the implementation process. *First*, the principal support must be enthusiastic and the core team must be representative of all departments and staff cohorts. It also is wise for the committee to represent both the enthusiastic and the doubters of the staff. *Second*, the decision-making must be data driven. The data are obtained by gathering existing information, conducting surveys, and listening to constituencies (e.g. students, teachers, parents, and administrators) to determine “key” issues to address. Teams must choose one issue to target and developing strategies to facilitate its implementation. Priorities identified by the staff can include

differentiating between classroom-managed student behaviors and office-managed student behaviors. Additionally, the administration and teacher teams should come to consensus on language to be used by faculty/staff regarding behaviors and agreed upon a common set of strategies. Forms and documentation can be developed to support these strategies.

Developing specific discipline policy with school staff can be an arduous task. One strategy to address this process includes the creation of two simple decision trees (flow charts) that staff can refer to when disciplining a student. Implementation strategies are aligned to school and district strategic plans. This process helps the staff to see the connections to policy and to reduce feelings of fragmentation. As an administrator implementing PBS, one must be ready to receive ongoing feedback to prevent the staff buy-in from waning. Administrators should identify and nurture teacher leadership. This level of leadership provides long-term consistency in order to deal with the challenging phenomenon of administrative turnover.

While the initial data are a powerful tool for getting staff buy-in of the need for change, care must be taken that PBS is not presented as a “magic wand” that will instantly fix all problems. Teachers and staff must have a clear understanding that change takes time. In light of this, the administrators play a key role in keeping the momentum going. Providing teachers/staff members with positive strokes and reinforcers at every opportunity will go a long way toward maintaining momentum and buy-in. This process is all about building relationship skills (e.g. between administrators and staff, and between teachers and students). While building relationships, the administrators should empower the teachers and staff to develop their leadership skills.

Gathering, organizing, and reporting data is a critical role for administrators. Additionally, the School-Wide Information System (SWIS) is a valuable tool for data

management for office disciplinary referrals (ODR's) (<http://www.swis.org>).

Administrators should share information with and request feedback from their staff.

However, one of the challenges can be the volume of data generated in high school settings. The objective in data management is determining which data are most useful and how to use them.

Summary of Round Table Sessions

The following section provides an overview of the information from the round table discussions.

Current Status and Priority Level

Of the high school teams represented at the roundtable discussions, approximately 55 % rated their level of Administrator Support as “in place,” 23 % rated their level as “partially in place,” and 23 % indicated that this was “not in place.” Approximately 86 % rated administrator support/role as a high priority. Only seven percent of the teams indicated it was a medium priority and none classified it as a low priority (seven percent were missing). In general, it appears that administrator support is a high priority and more “in place” than not.

Challenges and Strategies

The following tables are an attempt to provide a summary of the multitude of comments shared at the round table discussions during the Administrator Support and Roles session. Participant comments related to challenges were collapsed into nine categories: Selecting Initial Target Issue; Data; Staff Attitudes and Buy-in; Long-Term Planning; Administrator Support; Consistency and Communication of Program; Momentum and Sustainability; Student Issues; and Resources. Within each table the reader will find points related to that particular challenge with accompanying strategies in the parallel column. As the reader moves through the bullets it will become apparent that

they are horizontally aligned, rather each section contains challenges in that area with accompanying strategies that high schools have tried and found successful. Several strategies are aligned with more than one challenge since they address multiple issues. See Table 1 for a summary of the discussions.

Conclusion

This chapter has focused on suggested practices by national trainers and members of high school PBS teams. The following section provides a summary of the key points of the presentations and round table discussions.

Challenges:

- Providing time—time for meetings, time to share data, time to address staff misunderstandings, time to reinforce teachers;
- Turn over in administrator can become a factor if you do not have a baseline and teacher leadership;
- “Hands in” vs. “arms around whole idea” is an internal conflict for the administrator;
- Giving rewards without everyone (teachers/students/parents) understanding why/how rewards are connected to positive behavior;
- Obtaining and maintaining teacher buy-in and student buy-in;
- Data entry duplications and dealing with the volume of data at the high school level are considerable systems issues; and
- Demonstrating a site-based management style within a non-site-based district environment (e.g., district forms that don’t match what an individual school is doing).

Strategies:

- Lead is taken by teams (administrators share control and replace it with support and empowerment);
- Obtain reality checks from staff via surveys (e.g. what is working and what needs to change);
- Solicit key teachers to become part of team;
- Development of student climate survey by students becomes a big part of the change;
- Blending of ALL initiatives together and aligning them with the School Improvement Plan for coherency; and
- Collecting data is both a challenge and a driving force.

The key to successful implementation, as stated throughout this chapter, is strong administrative support. This support takes the form of providing guidance on the PBS framework, soliciting input from the stakeholders, and securing resources to ensure the success of the team. Administration must help the students and staff to get the “big idea” by bringing all activities under one framework and modeling PBS for staff and students.

Table 1:

Summary of Challenges and Strategies

Administrator Support	
Challenges of Implementation	Strategies to Address Challenges
<ul style="list-style-type: none"> • Lack of principal involvement impacts timeline • Role confusion of Administrator (e.g. team member or team leader) • Non-team members unaware of administrator support at team meetings • Team members are overwhelmed with responsibilities • Political forces pulling in many directions • Team plans and administration rejects • High administrator turnover • Lack of empowered teacher leadership 	<ul style="list-style-type: none"> • Principal a model of PBS as well as “energy” source • Administrator present at all team meetings • Principal empowering faculty to utilize their strengths • Strong teacher committee can sustain PBS even with change in administration • Administrator fosters teacher leadership • Continuous training • Commitment to regular team meetings • PBS a permanent agenda item for faculty meetings • Administrators provide subs for “school day” committee meetings • Team meetings prior to school (AM) with administrator • Acknowledgement of teacher success by administrators
Staff Attitudes and Buy-In	
Challenges of Implementation	Strategies to Address Challenges
<ul style="list-style-type: none"> • Moving staff pedagogy away from “kids are supposed to know better” attitudes • Change is not easily accepted • Effort to get staff on board • Giving rewards without an understanding of how rewards are tied to behavior and positive reinforcement • Lack of clarity of the role of department chairs • Veteran teachers attitudes 	<ul style="list-style-type: none"> • Concentrating on new teachers • Get “key players” representative of <u>all</u> groups in school • Team consist of experts in different areas of school • Team members both supporters and doubters (for balance and rumor control) • Post objectives in classrooms and around the building • Promoting teacher and staff buy-in incentives (e.g. take a teacher out to lunch) • Teach positive strategies to teachers <u>and</u> students (do not assume they are explicit)

Consistency and Communication of Program	
Challenges of Implementation	Strategies to Address Challenges
<ul style="list-style-type: none"> • Consistency of implementation • Limited communication—team to staff; team/staff to students/ parents/community • Lack of consensus on criteria for incentives • Complicated flow charts 	<ul style="list-style-type: none"> • Ongoing training • Commitment to regular team meetings • Include department chairs in loop of communication • Create simple decision-trees (flow charts) • Teach positive strategies to teachers <u>and</u> students (don't assume they are explicit) • Create forms with helpful guides for discipline process and prevention
Selecting Target Focus	
Challenges of Implementation	Strategies to Address Challenges
<ul style="list-style-type: none"> • Often begin with big issue difficult to make happen • Process falls apart if we try to do it all at once • Dropping the idea of participation in PBS in August • Lack of coordination of ALL initiatives • Lack of coordination with external public service agencies 	<ul style="list-style-type: none"> • Team focused school-wide efforts to two issues • Parent and teacher involvement • “Baby steps” of strategy implementation • Go slow—give time for implementation to be internalized as the “norm” • Build a foundation of support based on data • Change framework from reactive and punitive to framework of process and behavior changing decision-making • Planning for next year during current year • Long-term planning should be data driven • Administration consistently supports and fosters teacher leadership

Momentum and Sustainability	
Challenges of Implementation	Strategies to Address Challenges
<ul style="list-style-type: none"> • Day-to-day logistics overwhelming • Small team can be overburdened • Time commitment • Varying motivation for students and staff • “Magic Wand” syndrome • Flurry of activity first year is overwhelming • Finding money for incentives • Obtaining community support for incentives/products 	<ul style="list-style-type: none"> • Strong foundation is critical for sustainability • “Baby steps” of strategy implementation • Data powerful tool for sustaining momentum (e.g. PUBLISH widely) • Empowerment of teacher leadership • Faculty incentives • Teachers “caught being good” given ticket and Friday PM raffle for \$10. • Continuous staff training and reinforcing • Teach positive strategies to teachers <u>and</u> students (don’t assume they are explicit) • Parent involvement increases with gains and improvement • Publish successes (e.g. community wide, in-house, within district) • Write grants • Look within school budgets for \$ to support PBS • Solicit community for resource support (e.g. Wal-Mart, McDonalds, local movie theatre)
Data	
Challenges of Implementation	Strategies to Address Challenges
<ul style="list-style-type: none"> • Duplication of data entry • Sheer volume of HS data • District wide referral forms (inconsistent) • Not having baseline prior to implementation • Critical for staff buy-in 	<ul style="list-style-type: none"> • PBS must be school specific • Students can be involved in conducting, distributing, and analyzing surveys • Use data to demonstrate usefulness of strategies and interventions • Data results most powerful evidence of need and success

Student Issues	
Challenges of Implementation	Strategies to Address Challenges
<ul style="list-style-type: none"> • Student buy-in • Students acting inappropriately to get attention 	<ul style="list-style-type: none"> • Post behavior expectations in halls and classrooms • School celebrations foster student buy-in & promote feelings of success • Students can be involved in conducting, distributing, and analyzing surveys • Improve school climate through honor roll and attendance incentives • Off-campus lunch as incentive

CHAPTER 4: ENGAGING STAFF AND STUDENTS TO IMPLEMENT POSITIVE BEHAVIOR SUPPORT IN THEIR HIGH SCHOOL

Dr. Pamela Fenning
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The purpose of this chapter is to describe characteristics of staff and student engagement in the Positive Behavior Support (PBS) process at the high school level and to articulate challenges and strategies employed by schools as they attempt to do this. The investment and energy required to plan, implement and sustain Positive Behavior Support (PBS) at the high school level requires true collaboration and meaningful input of staff and students. The PBS process is a complex endeavor requiring years of effort and significant system reform efforts. The initial and continued engagement of staff and students is an equally monumental task. This chapter will accomplish the following: define staff and student engagement, highlight the efforts of two schools in enlisting staff and student engagement, review challenges and strategies associated with staff and student engagement at a national roundtable discussion and share some conclusions about engaging staff and students.

Defining Characteristics of Staff and Student Engagement

Hank Bohanon-Edmonson, Assistant Professor, and Pamela Fenning, Associate Professor at Loyola University, presented introductory sessions on the characteristics of staff and student engagement. The contribution and participation of representation of staff is key to the success of school-wide PBS in any school. Students become an additional partner in the implementation of PBS at the high school level.

The pioneering work of Sugai and Horner (Sugai et al., 1999) teaches the importance of majority staff buy-in to the PBS process. Typically, PBS efforts are more likely to be successful if at least 80% of the staff agree to proceed with PBS. The challenge is getting to this stage and knowing when this criteria is met. Previous work in urban high schools found that staff engagement does not necessarily mean that there is no conflict or concerns (Fenning & Bohanon-Edmonson, 2004). In fact, evidence of staff engagement may mean the voicing of practical concerns about the PBS process and implementation. Staff are engaged when those implementing PBS consider characteristics unique to that particular school setting and the viewpoint of everyone who works in the school. Staff engagement is apparent when all key constituents have an opportunity to share their concerns and have a role in the shaping and modification of PBS strategies.

Inclusive participation, which takes into account gender, race, ethnicity, content area taught, years of teaching experience and role in the school, is critical to establishing and maintaining these important relationships. In particular, placing a high value on all staff in the school building (i.e. front office staff, security guards, cafeteria workers) is paramount. For example, previous work teaches us the importance of security guards in the PBS process (Fenning & Bohanon-Edmonson, 2004). At the high school level, these individuals are the first ones to remove a student from a classroom for disruptive behavior. Therefore, it is important to gather their input as the process evolves. Cafeteria workers are also critical, as the lunchroom may be an area where PBS principles are highly useful in teaching and acknowledging expected behaviors. The perspective of everyone is needed when working in settings as diverse and complex as high schools.

Most would not disagree with the statement that student engagement in the school-wide PBS process is a desired outcome. Students are central to our mission and thinking about PBS and our reason for embarking on this endeavor in the first place.

Similar to staff engagement, the challenge is defining this concept and knowing when we have achieved it. Possible evidence of student engagement is direct input from students who are diverse with respect to gender, race, ethnicity, academic standing and year in school. It is important to incorporate students with different needs for behavior support. For example, the opinions of students who do not show significant behavioral concerns are needed, as well as those who frequent the discipline office. High school students, by definition, have spent many years in the school system and have insights on ways to provide behavioral support. They are developmentally ready to participate in planning meetings and can gain valuable skills by doing this. In the next section, we will showcase two schools that have used creative approaches to engage staff and students in the PBS process.

Examples of Staff and Student Engagement

Two schools presented examples of strategies to engage staff and students in the PBS process – Dean Ivory, Kelly Sipple, Laura Manges from Lake Forest High School (Felton, Delaware) and William Preble (New England College and Main Street Academix) shared an example from Manchester Central High School from New Hampshire.

Lake Forest High School engaged both staff and students in the production of a video to demonstrate their school-wide behavioral expectations. Using video clips and student interviews, the video provides realistic demonstrations of the school-wide expectations. The staff contributed by choosing clips from commercial video/movies to be incorporated into the video. The students provided personal interviews and selected mock video scenes. The strategy culminated in the showing of the final product at a school-wide assembly.

William Preble shared information about Manchester Central High School's Youth Leadership through Research and Action Team. This is a team of students that represent the diversity of social, racial, cultural, and academic groups in the school. The role of this team is to provide input about school climate and factors that contribute to school success. They were trained to collect and report climate data for their school. The basic process followed by this team included: recognizing school climate and safety needs, clarifying problems through effective data collection, developing broad-based leadership teams, providing leadership training and professional development, and ensuring sustained action on the part of the leadership team.

Summary of Roundtable Sessions

Current Status and Priority Level

Of the participants represented at the roundtable discussions, five rated their level of Student and Staff Engagement as "in place" in their school, 27 rated their level as "partially in place," and 28 indicated that this was "not in place." For 12 respondents, the level of engagement was not reported or could not be clearly tabulated. Thirty-five participants rated Student and Staff Engagement as a high priority, 10 indicated it was a medium priority and five classified it as a low priority. For 24 of the respondents, the priority for engagement was not reported or could not be clearly tabulated. In general, it appears that Student and Staff Engagement is a high priority with the majority of those implementing PBS at any level rating the level of Student and Staff engagement as "partially in place."

Challenges and Strategies

This section will summarize the roundtable discussion that occurred following the initial presentations by the model schools. The major themes about engaging staff and students in their schools fell into seven categories: Administrative Support of PBS

Strategies; Promoting and Advertising PBS Principles; Incentives and Ways to Meaningfully Communicate with Staff; Engaging Student in the PBS Process; Teaching Expected Behaviors to Students; Training Strategies in the Engagement Process; and Sources of Funding for PBS Implementation and Engagement. Table 1 below highlights the major strategies and challenges described by the roundtable groups. Several strategies are aligned with more than one challenge since they address multiple issues.

Conclusion

The process of engaging staff and students in the PBS process is a complex one. There is a great deal to learn about ways to meaningfully involve these critical groups in the conceptualization and delivery of PBS activities. Our conversations have resulted in more questions than answers at this point. Several points may be borne out when more systematic studies of these issues are completed. The following conclusions are preliminary and require more extensive consideration, but may be general guidelines in the staff and student engagement process.

- Meaningful incentives are important for both staff and students;
- Starting with small pilots can be helpful in enlisting support;
- Students can assume meaningful and important leadership positions with support;
- Visible administrative support is key in the engagement process;
- Funding is often difficult, but can be accomplished through creative means;
- Engagement of staff and students is an evolving and continued process; and
- Input of representative staff and students with respect to race, ethnicity, gender, years of teaching experience, content area taught, and academic levels is key.

Engaging staff and students in the PBS process is a challenging, but rewarding endeavor. It is a fluid and dynamic process that requires continued assessment and monitoring. Hopefully the experience of the roundtable participants shared in this chapter can provide some suggestions to be considered by high schools that are at various stage of PBS implementation. Each high school must consider the applicability of these suggestions within the context and parameters of their own school buildings and communities.

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Table 1:

Challenges and Strategies of Implementation

Administrative Support of PBS Strategies	
Challenges of Implementation	Strategies to Address Challenges
<ul style="list-style-type: none"> • Discipline is handled differently by different staff • Staff vary in their PBS knowledge • It is hard to recruit members for teams • Focus group data is hard to organize 	<ul style="list-style-type: none"> • Administrators need to model expectations and provide support for staff • Administrators can provide an overview of PBS • Administrators can organize focus groups. • It helps to have a proactive principal
Incentives and Meaningful Communication with Staff	
Challenges of Implementation	Strategies to Address Challenges
<ul style="list-style-type: none"> • Difficult to motivate the staff • Difficult to find rewards for teachers • Teachers have to do everything • Seen by some teachers as another program or fad 	<ul style="list-style-type: none"> • Staff receive incentives for participating (parking places, free time, parking passes; post cards and good deed tickets) • Teacher drawings • Teachers reward other teachers • Faculty meetings to present data (after-school coffees) • Ask teachers to identify the main issues • Put PBS on faculty agenda • Surveys help to identify important issues • Posters about expectations and core values in classroom and throughout school • Advertise PBS through t-shirts, make PBS your own with own terms, core values on everything (letterhead, t-shirts, buttons)

Engaging Student in the PBS process	
Challenges of Implementation	Strategies to Address Challenges
<ul style="list-style-type: none"> • Finding rewards that are not babyish • Rewards and ideas that are not relevant to today’s generation • Not choosing students who have a following and can motivate other students, pick students from diverse groups, including those who are academically at-risk • When administration does not support student leaders • How students and staff can participate in the core team; individual running total program; difficult to find time because of scheduling 	<ul style="list-style-type: none"> • Providing meaningful incentives to students (parking passes, ice cream passes; cards on wall of fame; off-campus incentives and trips, climbing wall, military band) resulted in strong student buy-in • Students can nominate teachers and each other for rewards • School-wide and end-of year celebrations • Pick students for PBS team • Give students leadership position as presenters; students determine methods of data collection and then administer surveys; include students in the feedback process; students run pep assemblies; forum for students in under-represented groups • Behaviors have to be modeled by staff; teachers put skit for students to demonstrate student behavior; importance of teaching behaviors; promote teaching behaviors at the high school level
Engaging Staff in Training	
Challenges of Implementation	Strategies to Address Challenges
<ul style="list-style-type: none"> • Difficult to hold training for all teachers 	<ul style="list-style-type: none"> • Teachers share articles about being positive • Training for staff • Training for small groups works better • Starting small with pilots is more effective

Sources of Funding for PBS Implementation and Engagement	
Challenges of Implementation	Strategies to Address Challenges
<ul style="list-style-type: none">• Initial funding was difficult• Hard to sustain efforts once funding is gone• How to carry on without funding• Businesses are often asked for money• Challenge of competing activities	<ul style="list-style-type: none">• Finding funds through parent organizations• Teachers pay to put complaints in a jar to fund PBS• Federal and state grants, partnering with Department of Children and Family Services• Letters to businesses for support

CHAPTER 5: DATA-BASED DECISION MAKING FOR HIGH SCHOOLS

IMPLEMENTING POSITIVE BEHAVIOR SUPPORT

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The purpose of this chapter is to discuss data-based decision making in the context of high school Positive Behavior Support (PBS). By data-based decision making, we refer to information that is typically gathered (e.g., disciplinary office referrals), or solicited for a specific purpose (e.g., surveys). These data are utilized to celebrate strengths and develop priorities for change. The following document provides a summary of examples, challenges and strategies for utilizing this process in high school settings.

Data-based decision-making has become an increased interest among educators. For example, many school districts are collecting data on all students in basic skill areas (i.e., reading, writing, math) and utilizing the data both systematically and individually as a means of monitoring student progress and identifying students who are at risk early to avoid future difficulties (Shinn, 1998). Further, schools are incorporating data-based decision making procedures into reform practices such as problems solving and positive behavioral interventions and supports in order to provide preventative and on going support for students exhibiting academic and behavioral difficulties (Shinn, Shinn, Hamilton, & Clark, 2000; Sugai & Horner, 2002).

With the recent changes and much improved practices, it is imperative for schools to begin learning about and utilizing data when making educational decisions.

Many strategies and obstacles associated with incorporating data-based decision-making procedures were discussed at the Positive Behavioral Interventions and Supports

Illinois High School Forum. The present manuscript will describe the efficacy of using data for educational decision-making. More specifically, various experiences among schools currently incorporating data-based decision-making procedures and PBIS will be discussed.

Overview of Data-Based Decision Making

Data are a valuable tool for successfully implementing positive behavioral interventions and supports, especially at the high school level. Data may be used for a variety of purposes, but are exceptionally valuable for communicative, instructional planning, professional accountability, positive reinforcement, and preventative purposes (Sugai, 2004). Many types of data can be utilized for decision-making. Some of the most common include office discipline reports, behavioral incidents, attendance, suspensions/detentions, observations, surveys, and focus groups.

In order for schools to successfully implement data-based decision-making procedures, three essential components must be considered (Sugai, 2004). First, and foremost is the establishment of clear operational definitions. Areas of concerns should be identified and defined in alterable, measurable and observable terms. The second essential component required for data-based decision-making procedures is the consistent use of an efficient database to organize and store the data. Furthermore, the database should allow for data to be easily accessed and manipulated. Finally, the implementation of clear and consistent data-base decision-making and action- planning processes is critical to ensure the needs of students are promptly addressed.

After deciding upon the specific types of data that will be collected, the next step involves deciding how the data will be utilized for decision-making purposes. In order to sort data efficiently, Sugai (2004) recommends teams examine the following types of data (i.e., number of referrals per day, per month, number of referrals by student, and

number of referrals by location and time of day). Other strategies recommended by Sugai (2004) for developing a successful data-based decision-making process include:

- Use multiple forms of data;
- Organize data collection procedures in a simplistic manner;
- Develop simple questions; and
- Depict data in an efficient and user-friendly manner.

Sugai (2004) also suggests for teams to schedule regular meetings in order to review collected data, establish clear expectations regarding how staff should manage behaviors, and collaborate with local experts.

Examples of Data-Based Decision Making

Wayne Brady, a principal from Bad Axe High School, discussed how Bad Axe High School incorporated data-based decision making into PBS as a means to identify areas of concern. Specifically, an open-ended survey was created by the Bad Axe High School team and was administered to both students and staff. The survey addressed perceived problems in the student body, teaching staff, and other school staff. The survey also asked questions regarding current practices for acknowledging positive behaviors, discouraging inappropriate behaviors, and ideas to reduce problem behaviors. After results from the survey were analyzed, the Bad Axe team presented the findings to the entire staff. Interestingly, the results revealed many consistencies between staff and students and opened up issues for discussion. In addition, the team from Bad Axe reported the survey was a successful approach for identifying areas of concern, gaining staff to buy into the PBS process, and for forming a PBS team. The team from Bad Axe High School also indicated presenting the survey results to the staff was helpful with gaining full participation in the process. Likewise, the Bad Axe team found that depicting the results from the survey on a flow chart was an effective strategy for ensuring the

material was understood by the staff. Finally, the team from Bad Axe reported that utilizing multiple-choice questions as opposed to open-ended questions made it easier to break the responses into categories.

Although the survey was successful, the team from Bad Axe High School also reported some unique challenges. The most salient obstacle was the harsh reality of hearing the areas of concern. Specifically, some staff members, especially the more political school members (i.e., school board) grew offensive when presented with problem areas within the school.

Liberty High School located in New York also incorporated data-based decision-making procedures into PBS by reviewing end of the year rule infraction data. After examining the data, the team discovered students were cutting classes more often during study hall and developed an intervention to target this area of concern for the following fall.

Some of the unique challenges Liberty High School faced include gaining consistent perceptions and expectations among the staff regarding appropriate study hall behavior. Likewise, the staff experienced challenges with obtaining consistent perceptions of study hall behavior among the students. However, these challenges resulted in staff developing various intervention strategies such as providing meaningful study hall alternatives including open gym, service opportunities, and work experiences.

Both Bad Axe and Liberty High Schools reported staff involvement is a critical piece in data-based decision-making. Both schools also emphasized the importance of including all staff in the data collection procedures. Likewise, both high schools indicated short surveys are a more practical method for obtaining information from students and staff.

Summary of Round Table Discussions

The following section provides an overview of the levels of implementation, priority for change, challenges for implementation, and suggestions to bridge this gap.

Current Status and Priority Level

A total of 30 teams from across the United States engaged in the following discussion on data-based decision-making. Out of these teams, 37 % reported data-based decision-making procedures were highly in place, 43 % reported data-based decision-making procedures were partially in place, and 13% reported data-based decision-making procedures were not in place (seven percent did not report). Out of these teams, 70% deemed data-based decision-making procedures as a high priority, one percent reported data-based decision-making procedures were partially a priority, and one percent reported data-based decision-making procedures were not a priority (24% did not report).

Challenges and Strategies

Table 1 provides and complete overview of the challenges and concerns mentioned in this session. Three major themes emerged from the presentations and the round table discussions. These included: (a) staff involvement, (b) sources of data, and (c) uses of data. A common obstacle reported by a majority of the schools was resistance of staff to become involved in implementing positive behavioral interventions and supports. Resistance included finding staff to enter data into a data-base such as the School-wide Information System (SWIS). Issues around data sources included time constraints, organization of the data, and fear of outside support. Schools that have two separate data-bases for recording data reported difficulty with consolidating them together.

The teams that participated in the forum reported data are useful in a variety of ways. For example, teams reported data are useful for identifying specific areas of

concerns such as discipline referrals, tardiness, and academics. Using focus groups to identify specific areas of concern also are helpful. School utilizes a core team that examines the data and makes decisions. The idea that data are useful in bringing staff together around an issue to problem solve was strongly supported by the examples presented. Table 1 provides an overview of the overall themes presented by participants during the round table sessions.

Conclusion

Several major themes emerged from these presentation and discussion groups:

- Implement the data entry process consistently;
- Utilize one data base to record data and a common form;
- Share data consistently to increase buy-in and reduce resistance;
- Utilize someone in house to enter the data;
- Prepare and train staff on the data collection process;
- Use a variety of assessment tools available on the PBS network;
- Use data to address both academic and behavioral difficulties; and
- Develop a formulized plan to collect data.

In conclusion, high schools that participated in today's forum clearly validated the utility of incorporating data-based decision-making procedures with positive behavioral supports. Although implementing data-based decision making-procedures requires careful planning and effort, after logistical pieces are sorted out, schools found data-based decision making to be a worthwhile approach for addressing academic and behavioral issues. For example, many schools reported data-based decision making procedures as a useful means for creating a positive school climate as well as helping meet the unique needs of individual students. Furthermore, school based teams indicated data-based

decision-making procedures are a valuable asset when communicating academic or behavioral issues to parents and staff.

The use of data-based decision-making procedures not only has huge implications for the future of positive behavioral interventions and supports, but also for field of education in general. Coincidentally, proposed changes to the Individuals with Disabilities Act 2004, will allow for school-based teams to collect data as a means to measure a student's response to a scientific, research-based intervention to determine whether or not they exhibit a specific learning disability. Furthermore, the law will require the collection of classroom assessment data (i.e., behavioral observations, curriculum based measurements) when determining student strengths and deficits.

Based upon the vast array of existing literature which supports the efficacy of data-based decision-making procedures, it should be of no surprise proposed changes in school law are calling for the use of data for educational decision making and accountability purposes (i.e., No Child Left Behind). Educators are moving away from the use of traditionally based methods such as the administration of a series of standardized tests and have begun to focus on the systematic use of data-based decision making procedures in order to directly assess and monitor student achievement, behavior, and outcomes.

With the increased emphasis on data-based decision-making, it is imperative for educators to become more familiar with the virtue of data. The notion of incorporating data-based procedures into educational decision-making can be summed up by a statement made by Dr. George Sugai at the end of his session on Data-Based Decision Making. "Data are good, but only as good as the systems in place for PBS teaming, collecting and summarizing, analyzing, and decision making, action planning, and sustained implementing." This forum was designed to teach educators about the utility of

data-based decision-making and help them to begin thinking about how these procedures could be incorporated into everyday educational practices. As more educators begin to incorporate data-based decision-making procedures into educational reform efforts such as PBS, hopefully we will see an increase in student academic and behavioral successes.

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Table 1:

Summary of Challenges and Supports

Staff Involvement	
Challenges of Implementation	Strategies to Address Challenges
<ul style="list-style-type: none"> • Unfamiliar with use of databases • Need time to plan for data collection 	<ul style="list-style-type: none"> • User friendly format for data presentation • Use internal personnel for data entry • Call on external personnel to present data • Present data once per month to staff • Train staff to input and organize data
Data Sources	
Challenges of Implementation	Strategies to Address Challenges
<ul style="list-style-type: none"> • Inconsistent implementation of data systems • Lack of technical support for databases • Administration's fear of making data "public" • Feel need to keep the data a secret • Use of two separate databases (e.g., district and SWIS) 	<ul style="list-style-type: none"> • Tools from PBS Technical Assistance Center are useful (http://www.pbis.org) • Sources include: office disciplinary referrals, climate surveys, focus groups, schoolwide evaluation tool (SET), Effective Behavior Support Survey (EBS)
Use of Data to Document Need and Effectiveness	
Challenges of Implementation	Strategies to Address Challenges
<ul style="list-style-type: none"> • Fear of increased accountability • Some are opposed to PBS in general • Consistency of data entry 	<ul style="list-style-type: none"> • Develop areas to target and an action plan • Visual presentation of school strengths and concerns • Develop consistent perceptions and expectations • Focus on both behavioral and academic data

CHAPTER 6: INSTRUCTION OF BEHAVIOR IN HIGH SCHOOLS

IMPLEMENTING POSITIVE BEHAVIOR SUPPORT

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Instruction of behavior is a fundamental component of any positive behavior support plan implemented within a school. Instruction of behavior also helps develop the foundation of a positive behavior support plan within a school, in addition to validating behavioral expectations, another key component of a positive behavior support plan. The purpose of this chapter is to describe the features, challenges and strategies for instruction of school-wide behavioral expectations. This chapter will define the critical components necessary for instructing staff and students in school-wide behavioral expectations, share specific strategies used by two schools, and review the strategies and challenges generated through a roundtable discussion of how to teach behavioral expectations at the high school level.

Providing Instruction of Behavioral Expectations

Michele Carmichael, Rock Island Area Sub-region Coordinator, ISBE/EBD/PBIS Network and Steve Romano, North Region Coordinator, ISBE/EBD/PBIS Network presented the introductory sessions on the instruction of behavioral expectations. The steps necessary to teach students expected behaviors are: (1) develop school-wide expectations, (2) define expectations across all school settings, (3) teach expectations to all students, (4) provide modeling of expected behaviors, (5) provide examples and non-examples of expected behavior, (6) provide opportunities for students to practice and use

expected behaviors, (7) pre-correct students for expected behaviors, and (8) acknowledge students for exhibiting expected behaviors.

Examples of Instruction of Behavioral Expectations

Mike Fagan, Vice Principal from Crescent Valley High shared examples of strategies used in Oregon to teach school-wide behavioral expectations. In particular, Crescent Valley High School used their advisory periods to not only teach students school-wide expectations, but to also teach students social skills and provide students with adult mentoring opportunities. The school had an existing structure, the “advisor period” that is 20 minutes, once per week. Students remain with the same advisor for their four years in school. This provided ongoing contact with an adult mentor and a place to provide direct training to students about school expectations. The presentation included a discussion regarding the advisor model followed by a presentation of two examples of teaching students new expectations. The examples shared were how to teach students about new hallway expectations by providing lesson planning and after lesson activities for the teachers. The second example demonstrated how to include students in the process of revising the school dress code. One lesson learned through this process was the inclusion of students early in the process. The new lounge and hallway expectations were taught to the student without first obtaining their input. The students, especially upperclassman, felt their “lives were ruined” by these changes. As a result when they approached their second issue—dress code—they used these same advisory periods to obtain input from the students on the school dress code.

Summary of Roundtable Sessions

Current Status and Priority Level

Of the high school teams represented at the roundtable discussions, only 17% rated their level of Instruction of Behavior as “in place” in their school. Forty percent rated their level as “partially in place,” and 43% indicated that this was “not in place.” Sixty-eight percent rated Instruction of Behavior as a high priority, 25% indicated it was a medium priority and only 7.5% classified it as a low priority. In general, it appears that Instruction of Behavior is a high priority and more than half of the schools have this component partially or fully in place.

Challenges and Strategies

Instruction of behavior is an important component of any positive behavior support plan implemented within any school. The respondents from the breakout sessions at this conference suggest that (1) administrator buy-in, (2) teacher buy-in, and (3) consistency amongst teachers and staff in teaching behavioral expectations are three major challenges to implementing all the steps included in the instruction of behavioral expectations to students. However, the respondents suggested designing activities promotes teachers’ teaching of behavioral expectations and designating times to teach students behavioral expectations are two ways to promote the instruction of behavior expectations to students in school. The activities designed to promote teachers’ teaching of behavioral expectations included direct training of teachers via in-service and lesson plans, rewarding teachers during a weekly drawing for teaching expectations, and having teachers use a “check-off sheet” to monitor whether or not they have taught all of the behavioral expectations. Advisory period and students orientations were the two common times suggested for instruction of behavioral expectations. It was suggested that the

advisory period occur during the bell schedule and be limited to 15-20 students. It also was a suggestion that the beginning of school orientation include sessions delivered by the guidance department to teach behavioral expectations.

The roundtable discussions about teaching behavioral expectations that occurred following the initial presentations by the model schools focused on five themes: administrator involvement, teacher buy-in and involvement, student involvement, parent involvement, and teaching expectations. Table 1 provides a summary of the roundtable discussion.

Conclusion

Instruction of behavior is an important component of any positive behavior support plan implemented within any school. Some general guidelines for high schools to consider when developing strategies for teaching of behavioral expectations are:

- Develop and state expectations so that they are relevant school-wide;
- Clearly define and post (e.g., flyers, school posters) the behavioral expectations so both staff and students are clear what is expected;
- Teach the expectations to students using both examples and non-examples;
- Take time during the school day to teach expectations with small groups of students in advisory periods or during beginning of year orientation; and
- Promote the teaching of the expectations by staff through provision of lesson plans and trainings and rewarding teachers through drawings.

Hopefully these suggestions will assist other schools in instructing students and staff on their school-wide behavioral expectations. All schools will need to consider these suggestions within the context of their school and community.

Table 1:

Challenges and Strategies of Implementation

Teaching Expectations	
Challenges of Implementation	Strategies to Address Challenges
<ul style="list-style-type: none"> • Not having clear guidelines for what is expected from students • Staff and students have widely varying expectations for appropriate behavior • Staff expect students to have the skills • Clear definition of behaviors without expectations • Lack of consistency among different groups - Double standards • Cultural differences – Hispanic students are late and parents may feel that it is appropriate to do this • Do not assume students know better • Building a community of learning/teaching together • Teachers feel they do not have enough time to teach appropriate social skills in their classroom, in addition to teaching their content area • Difficult to encourage teachers to teach behaviors • Lack of clear expectations for delivery • Possible burnout when repetitive teaching of expectations • Students often see models of inappropriate behavior 	<p>Development of Expectations and Training</p> <ul style="list-style-type: none"> • Establish linkage with elementary and middle schools – start teaching early • Use student leaders to develop strategies for teaching expectations • Survey students for suggests and concerns • Establish committee of parents, students, staff, and administration • Clearly define expectations – tardiness <p>Formal Instructional Strategies</p> <ul style="list-style-type: none"> • Use TV and intercom for teaching • Use video of staff and students • Use precorrection to teach in context • Use creative roll-out procedures such as videotapes, popular movies, role-playing • Provide formal lesson plans • Provide flip chart notebook to teachers and substitute teacher with structure of lesson • Have teachers check-off that they taught certain expectations each month <p>Informal Instructional Strategies</p> <ul style="list-style-type: none"> • Teachers act as role model • Utilize teachable moments • Posters of expectations and established areas <p>When to teach</p> <ul style="list-style-type: none"> • Each month a different focus violence, tardiness, etc • Pilot with a small group of students • Instruction during advisory period with 15-20 students per advisor • Orientation by guidance people for first day of school to introduce expectations

Staff Involvement and Buy-in	
Challenges of Implementation	Strategies to Address Challenges
<ul style="list-style-type: none"> • Large independent staff; How to get all teachers to participate • Large number of teachers think it's not their job • Teachers do not like to loose (academic) instructional time • Staff were resistant to teach behavioral expectations in their classes where there were issues in the hallway that needed to be addressed • Attitudes that things will never change • "Old School" informal leader – punishment focused • Teachers have more difficult seeing a need for change • PBS is perceived as a another program 	<ul style="list-style-type: none"> • Obtain Buy-in • Need to involve a broader range of people (not just those who usually take the lead) • Use influential informal school leaders • Data drives the buy-in • Thomas Gilbert's Changing Behavior Model (GA) • Teach hallway expectations (staff priority) before academic expectations • Ask staff for their input • Identify staff members to help create and teach the plan • Give constant feedback to staff • Give plan different name other than "PBS" – talk about language that is common <p>Acknowledge staff:</p> <ul style="list-style-type: none"> • Track/graph % of incentives given out over time • Provide incentives to teachers when they teach expectations • Teachers names put in drawing and whoever wins gets \$10 • Administration reward staff for teaching behaviors • Need to pay people who you are asked to do extra

Administrator Involvement	
Challenges of Implementation	Strategies to Address Challenges
<ul style="list-style-type: none"> • When there is a lack of support from key administrators, it's hard to move forward • When the principal does not expect consistency from staff • No action plan • Ineffective leadership • Administration usurps team's decision making • Leadership consistently changing 	<ul style="list-style-type: none"> • Data drives the buy-in • Department chair critical to support change – received directions from administration • Start with what is administration willing to do • When hiring principals make sure that they buy-in to PBS
Parent Involvement	
Challenges of Implementation	Strategies to Address Challenges
<ul style="list-style-type: none"> • Obtaining parent input and dissemination • Inconsistency in getting parents involved in parent/teacher conferences • Some parents “support misbehavior” 	<ul style="list-style-type: none"> • Parent-son team and administration speaking at parent meetings • Bring in parent groups to help with implementation
Student Involvement	
Challenges of Implementation	Strategies to Address Challenges
<ul style="list-style-type: none"> • Don't get adequate student buy-in beforehand • Upper classmen complained “their lives were ruined” when they weren't included in the planning of rules, expectations, etc. 	<ul style="list-style-type: none"> • Incorporate student leadership team to talk about opinions also to meet with administration • Work with student clubs to get students engaged in relevant issues • Have students nominated by teachers teach behaviors • Use student leaders to demonstrate at grade assembly

CHAPTER 7: SCHOOL-WIDE REINFORCEMENT SYSTEMS IN HIGH SCHOOLS

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When tied with an explicit and direct method of teaching expected behaviors, reinforcement systems can provide a great deal of value to school-wide systems of behavior support. The purpose of this chapter is to discuss the use of school-wide reinforcement systems within the positive behavior support (PBS) model. Specifically, this chapter summarizes the discussion of national trainers and individual school districts around the application of this system within high school settings.

School-wide Reinforcement Systems

Brigid Flannery (University of Oregon) gave an overview of school-wide reinforcement. School-wide reinforcement systems provide: a common purpose and approach to discipline; a clear set of positive expectations and behaviors, procedures for teaching expected behaviors; a continuum of procedures for encouraging expected behaviors and discouraging inappropriate behaviors; and procedures for ongoing monitoring and evaluation of the system.

The practice of a formal reward/reinforcement to acknowledge high school students is often challenged by staff. Staff concerns seem to center around several areas. First, staff do not understand why it might be needed at all. They feel either they do it already or high school students, who are adolescents, should not need rewards and acknowledgment to do what is right. They have been told what the expectations are and should just follow them. In fact some staff see the acknowledgement as bribery. Second, staff are concerned about equity across all students. Many students do not seem to need

rewards to follow expectations, so why deliver them to them? Yet, it also seems unfair if only some students receive access to these acknowledgments. Last, staff express concern that the use of extrinsic rewards, such as “Gotcha tickets” or extra credit, for doing what is expected will inhibit development of intrinsic motivation.

What needs to be remembered is it is important to reinforce appropriate behaviors because desirable consequences can influence the likelihood that a behavior will occur again. Reinforcers take many forms, are acquired, and are individual. All of us access acknowledgements and reinforcers throughout our day. For example, a high school teacher may continue to teach because they are reinforced by students’ progress, earning a salary, gaining social status and recognition or getting summers off. Or a basketball player may be reinforced by scoring a basket, hearing the crowd cheer, gaining social status, obtaining a trophy, making positive self-statements, or avoiding the loss of the game. As adults many of us even use “token systems” in the coffee cards or book cards that we faithfully get punched with every purchase so we can obtain a free item.

Individuals self deliver or self recruit reinforcement when it is not provided by others. For example, people might tell themselves after cutting the lawn on a hot day that they now deserve to sit on the porch with a nice cold drink. Or, after painting a bathroom we make sure we tell people it is finished and look forward to them commenting on it when they see it. All of us continue to do things because they are reinforcing or we are acknowledged or reinforced for doing them. When tasks are difficult, we depend even more on the acknowledgement for accomplishing it. High school students are no different.

The formal and frequent use of positive reinforcement for student behavior contributes to the development of environments that are described as positive, caring, safe, and other desirable attributes. Though we all have individual reinforcers it is

necessary in an organization such as a school to have a school-wide system of reinforcement to increase efficiency and consistency of the delivery of acknowledgement and reinforcement. School-wide systems of reinforcement increase investment by staff and students in systems and practices of prevention of problem behavior for all students.

Some general guidelines for implementing a school-wide reinforcement system are:

- Use naturally occurring, contextually and culturally appropriate forms of rewards;
- Involve everyone, including students;
- Prompt the staff to use the system, and reward them for doing so;
- Acknowledge and adjust as the school-wide system may not work for all students
 - Students with high risk behaviors may have different needs and thus some additional or alternate reinforcement systems; and
- Highlight and show the effects and outcomes of the system. Celebrate success.

Examples of Reinforcement Systems

Sherry Manuel, the PBS Team Leader at Poinciana High School in Kissimmee, Florida described their school-wide reinforcement system. They have 2,200 students. Their Four Pillars of Excellence (or major expectations) are respect, courage, tolerance, and loyalty. They emphasize low or no-cost rewards. Some reinforcers included are early release from class, homework passes, class parties or cultural events, permission to listen to a Walkman, shirts, movies, and pizza. Teams also can tie reinforcement to non-violent acts. For improvement in academic performance, administrators dressed in “sumo suits” and wrestled. Also, students sent cards to teachers who used PBS.

Some challenges included time restraints to contact outside sources for reinforcers, finding funds for reinforcers, and setting up and adjusting the guidelines for

reinforcement. They suggest looking for grants and establishing one person who has the time to work only on PBS.

Lisa Coffey, the school psychologist at Timbercreek High School in Orlando, Florida also presented their school-wide system. They use a cumulative “nonviolence day” count to reinforce students for appropriate behavior. After 20 consecutive days with no violence, the entire student body received an extended lunch period. Then the focus shifted to individual grade levels competitions for consecutive days of nonviolence. After a specified number of days, students were rewarded. Some examples of rewards are five-minute early release, permission to wear hats, special assemblies, and bowling outings.

There were some challenges as well. When grade levels had a difficult time reaching 20 days with no violence, the guidelines had to be adjusted. The number of days might be reduced at first. Suggestions included making reinforcements desirable to students, frequently reminding students where they are in the day count, and using day counts in group level interventions as well.

Michael Goldman, a special education teacher at Senn High School in Chicago, Illinois described the school-wide reinforcement system during the 2003-2004 school year. Since the implementation of this program, discipline referrals have decreased significantly. At Senn there are 1,800 students, coming from very diverse backgrounds. Four major expectations are to be caring, academically engaged, respectful, and responsible (CARR). The students were taught these expectations through a combination of discussion and role-playing, including negative and positive examples. This teaching took place by grade level at four assemblies during the first semester of the school year.

“Cool tickets” which include the four expectations and spaces for the student’s and teacher’s names, has been used as a system for reinforcement. Senn staff have distributed over 40,000 tickets have been distributed to teachers, administrators, security

guards, and other faculty members in the school. The tickets can be turned in by the students on Fridays in the lunchroom for snacks and drinks. Over time the number of redeemed tickets have been increasing. During the later part of the school year around 800 tickets were turned in each week. After the tickets were collected and counted, ten names were pulled for a weekly raffle of ten prizes. Prizes have included books, coupons for local eateries, tickets to college basketball games, and hand-held electronic video games, all of which were donated. Less frequent school-wide celebrations for decreases in discipline referrals, have included dance and mass distribution of free passes to the movies. The teachers have received handouts describing how to distribute the tickets, and request forms for more tickets. Random mass distributions of a few sheets of tickets to every faculty member occurred after term breaks.

It can be very time consuming to organize and distribute the tickets in such a large school. There have been some problems with theft and counterfeiting of the cool tickets due to problems keeping them secure. While this is not desirable, it did provide qualitative indications that the students valued the tickets. Finding prizes for the raffles was difficult. Also due to budget restrictions, as well as unforeseen glitches, it took too long to follow through with promises around reinforcers. This led to frustrations among the students and some faculty members. It is important to make sure things are writing, set in stone, and in motion before announcing that something will happen.

Summary of Round Table Discussions

The following section provides a summary of discussions of the conference participants around school-wide reinforcement systems.

Current Status and Priority Level

Of the high school teams represented at the roundtable discussions, approximately 34% rated their level of implementation of a school-wide reinforcement system as “in

place,” 28 % rated their level as “partially in place,” 28% indicated that this was “not in place,” and 10% did not report. Approximately 32% rated reinforcement systems as a high priority, 23% of the teams indicated it was a medium priority, and 11% classified it as a low priority. In general, it appears that school-wide reinforcement systems are somewhat of high priority and more “in place” than not.

Challenges and Strategies

Table 1 provides an overview of the discussion around challenges and strategies. Overall, there appeared to be four major themes to consider. First, and similar to other chapters in this monograph, is staff participation in the process. Comments ranged from involving staff in the development of the process to using reinforcement systems with the adults in the building. Administrative support was included as a major topical theme. These comments ranged from administrative attitudes around “rewarding” students to supporting teachers in the identifying reinforcers. Comments about the overall system were dominated by logistical concerns. These concerns were exacerbated by the typically larger size of most high schools. Finally, community engagement included working with parents and local businesses to develop the capacity of the system.

Conclusion

This chapter has focused on suggested practices by national trainers and members of high school PBS teams. The following section provides a summary of the key points of the presentations and round table discussions.

- Involvement of staff is key from the beginning of the process;
- Address perceptions about rewards;
- Look for low cost reinforcers;
- Support from administration for the approach;

- Involvement of parents and community businesses can improve the system development; and
- Managing the logistics of the system will be the greatest barrier for high schools.

The keys to developing school-wide reinforcement systems were discussed within this chapter. Identifying natural and low cost reinforces for students can be done, but will require creativity and a considerable amount of time.

Table 1:

Summary of Challenges and Strategies

Staff Involvement	
Challenges of Implementation	Strategies to Address Challenges
<p>Staff Buy-In and Stress</p> <ul style="list-style-type: none"> • What to do if a teacher does not give out tickets • The feeling among staff that students should do this [expected behavior] anyway • Team burn-out, limited resources, more to do with less time, data entry and using data, lack of time to get together as whole school • Many staff ready to retire and not motivated to implement change • Many new staff • Kids transfer from school to school, lots of teacher turnover • Getting staff to feel/believe that students should be reinforced • Presenting all of the information at the beginning of the year to staff <p>Implementation</p> <ul style="list-style-type: none"> • Inconsistencies within staff in the implementation process; Teachers not using system to record tardies, data entry outdated, more structure needed in data collection • Rewards may take away from instructional time • Frustration with inconsistencies in reporting statistics • Students may be prompting teachers to hand out tickets • Teachers to accept responsibility for all students, even if they aren't yours • Finances are strapped 	<p>Staff Buy-In and Stress</p> <ul style="list-style-type: none"> • Teacher and student receive awards • Thank you cards to teachers for support • Teacher appreciation day given to staff • Give carnations to teachers in staff meetings to reinforce staff behavior • Union supports because data supports PBS and teachers are being rewarded for it • Have staff who use the system talk with other staff who are resistant <p>Implementation</p> <ul style="list-style-type: none"> • Instructional strategies to improve teaching were given to staff as well as resources • Professional development has been provided for classroom management • Teachers were asked to teach behaviors for at least two minutes per day • Tough Kid Book and Toolbox (coupons, contracts) • Surveyed teachers about reinforcers

Administrative Involvement	
Challenges of Implementation	Strategies to Address Challenges
<ul style="list-style-type: none"> • Different administration levels to get support from within the school • Principal will not hold teachers accountable for noncompliance with PBS • Principal not supportive of tangible incentives 	<ul style="list-style-type: none"> • Principal came to meeting, and was 100% (supportive) • Team, dean and administration received data and talked with negative teachers, told them to find another job or get on board • "Freebird" for teachers - Administrators cover a teacher's class • Draw an extra "gotcha" card in raffle for teacher winner • Principle is taking control
The System	
Challenges of Implementation	Strategies to Address Challenges
<p>Reinforcers</p> <ul style="list-style-type: none"> • How do you give rewards for students at the universal level? • Purchasing of incentives, costs • Difficult coming up with ideas for reinforcers • Students should be doing the right thing without incentives • Organizations are saturated with requests, it is hard to get donations • What if a student is reinforced for something he shouldn't be? • Dress code could pose a problem for certain incentives • No budget 	<p>Reinforcers</p> <ul style="list-style-type: none"> • Homework passes, early release, time to socialize, food, movie posters, attraction tickets, school event(s) free or at reduced price, t-shirts, student of the week • Students are given a personal day per quarter given academic and achievement stipulations • Reinforce 1st hour students "on time" • Give tickets for sky box at a basketball game, the principal and team leader served kids food in sky box - based on two weeks no tardies • Principal for a day - based on two weeks no tardies or ODRs. Student allowed to make 3 rules (agreed upon by actual principal), (e.g. music between periods, kids gave out reinforcers to classmates). • Based on school-wide (e.g., 60 days of consecutive non-violence): rap star campus concert, all school dance, bowling party for seniors, access to climbing wall • Restaurant coupons for staff who gave winning student coupon, movie, auto detailing for staff member, Starbucks card, tickets to Bulls and Sox games

The System Continued	
Challenges of Implementation	Strategies to Address Challenges
<p>Implementation</p> <ul style="list-style-type: none"> • Involving more students to include entire "triangle" • Certain grade levels caused problems • Education may not be number one priority • Population growth in area • Targeted tardiness as major issue-did not work • Increased enrollments • 42 pages of rules in handbook, teachers and students have no clue • Students not supportive • The feeling among staff that high school is too late for teaching students behavior • Students want to leave school • Huge campus • Very little concrete information on HS PBS, no data • Feeling among staff that PBS just a fad 	<p>Implementation</p> <ul style="list-style-type: none"> • Survey to students asking what types of reinforcers they would like “at no cost” • Involve principal • Starting with emphasis on building positive relationships, then planning on moving toward the rewards • Give teachers examples of how to implement • Make reinforcers random and intermittent • Building pride school-wide through assemblies, teaching behaviors • Integrate PBS through announcements • System to teach new students and staff regarding PBIS • Mentor system with a group of students, establish a positive relationship between teacher and students (1:15 ratio) • Students and universal team members meet every other month to help identify reinforcement and what is not working • Teachers nominate students through a drop box to win certificates, bags of goodies, key tags • Drawings: monthly for students who do not have access to regular tickets; every other Friday, or monthly for teachers and students supported by local merchants and Sears cosmetic gifts; weekly drawing with prizes donated by department stores • To get organizations to donate again, write follow-up letter of thanks, offer free advertising on school website or newsletter, kids can write thank-yous for businesses to post • 10 sheets with 9 tickets on a sheet given to teachers at beginning of year

Community Involvement	
Challenges of Implementation	Strategies to Address Challenges
<ul style="list-style-type: none"> • Parental involvement 	<ul style="list-style-type: none"> • Rewarding parents • Post cards to parents "child doing phenomenal" • Parents got support for stadium • Respect, Responsibility, Accomplishment - sent postcards home, parents must sign and student returns to be entered in raffle, Domino's donated 200 pizzas for drawings conducted every other Friday • Each staff member has to make 3 parent calls per week

CHAPTER 8: USE OF TARGETED GROUP INTERVENTIONS IN HIGH SCHOOLS

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The purpose of this chapter is to give readers information and strategies for secondary prevention approaches in high schools. The overview will provide background information on secondary prevention and how such programs fit into a model of school-wide discipline. Two examples of programs are described, along with summaries of the roundtable discussions that took place.

Overview

School-wide Positive Behavior Support (SW-PBS) is an approach to student discipline that is characterized by multiple levels of support to encourage social and academic success (Horner, Sugai, Todd, & Lewis-Palmer, in press). The foundation of SW-PBS comes from providing all students universal, (primary) prevention. In universal prevention, school personnel (a) define a set of 3-5 positively stated behavioral expectations, (b) teach the expectations to the entire student body, and (c) monitor and reward expected behaviors. Universal prevention is designed to provide a basic level of support for *all students*, in *all settings* in the school. When implemented effectively, these features allow approximately 80-90% of students to be successful. For the remaining students, school personnel can provide a continuum of support to ensure their success. This additional support comes from targeted group (secondary) and intensive individual (tertiary) prevention.

Targeted Group Interventions

Marla Dewhirst, North Region PBIS Coordinator in Illinois, provided the overview for the session on Targeted Interventions. Targeted prevention is provided to the 10-15% of students who require additional support beyond universal prevention, but do not require intensive support through a comprehensive, individualized support plan. Targeted interventions may be provided through group supports or simple student-specific interventions designed through a problem-solving team. This targeted intervention team must meet regularly to ensure these interventions are readily available for this 10-15% of students. The students receiving this secondary level of support do not display intense, high frequency behavioral difficulties, but are at risk for developing such problems if effective interventions aren't available. An efficient method of identifying this group of students is the use of Office Discipline Referrals (ODRs)--students who receive a moderate number (2-5 per year) of major ODRs are likely to benefit from targeted interventions (Horner et al., in press).

For this 10-15% of students, a low-intensity, high-efficiency intervention, frequently one that is provided in the same way to a large number of students, may be effective. Some research-based examples of the additional structure and support often provided by elementary and middle schools in targeted group prevention include daily report card/point card interventions (Crone, Horner, & Hawken, 2003) and social skills instruction (Gresham, 2002). Targeted group interventions share a set of common critical features, including:

- Intervention is continuously available;
- Rapid access to the intervention (within 72 hours);
- Student agrees to participate;

- Low effort by teachers;
- Consistent with school wide expectations;
- Implemented by all staff/faculty in the school;
- Flexible intervention based on a variety of assessments;
- Weekly meeting for team to “catch” and “monitor” students; and
- Continuous monitoring for decision-making

(adapted from Crone et al., 2003).

Research in effective targeted group prevention, and SW-PBS in general, at the high school level is currently limited, though efforts to document effects are underway. School personnel in high schools may see benefits from viewing SW-PBS as a more broad effort, encompassing all academic and social goals, rather than simply reductions in school discipline problems. With this view, the domain of targeted group interventions may be expanded to include dropout prevention, truancy prevention, academic remediation, and young parent programs.

Because some applications of SW-PBS may require some modification for effective use in high school settings, it can be helpful to look at examples of effective demonstrations to determine “best practices” in targeted group interventions. The following examples of targeted group interventions, discussions, and challenges are included to expand the knowledge base of practicing schools.

Examples of Target Group Strategies

Two schools presented examples of targeted interventions provided for small groups of students identified as at-risk of developing chronic and intensive problems. Both schools used a team problem-solving process to develop a proactive strategy for each student referred. The focus was on preventing future occurrences of problem

behavior. School personnel from Dysart High School (El Mirage, AZ) presented their Behavior Support Team (BST) process and Wayne Brady, the principal of Bad Axe High School (Bad Axe, MI), presented an alternative suspension program, the SHOCK (*Students Helping Out with Community Kauses*) Program.

Behavior Support Team Process

Dysart High Schools' BST process involves a collaborative problem-solving meeting for students experiencing academic or behavioral difficulties. The process is designed to bring stakeholders, such as the student, parents, community agencies, and school staff together to determine a plan of support and monitor progress.

To implement the BST, administrators selected a BST leadership team and trained all staff in the process. Once implemented, the procedure is as follows:

- First, a stakeholder requests a BST meeting. This can be an administrator, teacher, student, or parent. The request is encouraged to be proactive rather than reactive.
- Once scheduled, a BST leadership team member facilitates the meeting, that has a student-centered approach and focuses on empowering the student to create solutions to the challenges presented.
- The adults in the meeting agree to provide support for the student.
- After this BST meeting, team members will meet to monitor student progress (often weekly).

The biggest initial challenge in implementing the BST process was getting stakeholders to attend the meetings. Students and parents were initially hesitant to attend meetings because they expected the meeting to focus on the students' problems and on punitive solutions. Once they attended the meetings, they became more positive and interested in the process, taking the initiative to request meetings in the future. In

addition, scheduling was a challenge, but other teachers provided coverage if the meeting took place during school hours. Teachers appreciated the preventive approach of the BST, and came to value the process as they gained more experience with it. The officials remarked that their continued commitment to the process was instrumental in changing perceptions about the BST from suspicion of the time commitment involved to feeling that it contributed to a more positive school social climate.

SHOCK Program

SHOCK (*Students Helping Out with Community Kauses*) Program is an intervention for the targeted group of *suspended students*. Parents of suspended students are given the option of enrolling in the SHOCK Program as a alternative to an out-of-school suspension. Overall, the majority of students agree to (95%) participate in the program instead of out-of-school suspensions.

The program is funded with a grant through the school district. School personnel implemented the program by connecting with community agencies to provide service opportunities. When a student receives a suspension for fighting, truancy, or use of profanity, the family is provided an option to enroll in the SHOCK Program. The first session involves some problem solving with a school staff member. The student identifies personal goals for the school year and then debriefs the incident with the coordinator, including stating what was the infraction to earn a suspension and identifying how the student could have responded to avoid the suspension. After this session, the student performs community service, such as painting buildings or repairing furniture.

Overall, school staff and local community members view the program as effective in providing a constructive alternative to an out-of-school suspension. Parents appreciate

that students are not rewarded with a day off for inappropriate behavior, and students learn some personal and vocational skills through the SHOCK program.

Summary of Round Table Sessions

Current Status and Priority Level

Of the teams represented at the session, 6% reported that their targeted group systems were in place, 56% reported that their systems were partially in place, and 38% reported that their systems were not in place. Sixty-three percent of teams reported that this system was a high priority, 31% reported it a medium priority, and 6% reported it a low priority.

Challenges and Strategies

The challenges discussed by the team members in the session focused on the following areas: obtaining resources, involvement by school staff and parents, integrating targeted group systems into the universal systems, and data to document the need and effectiveness of such systems. Participants focused on sharing particular strategies that were helpful to them in addressing the challenges. Table 1 presents each area discussed, with both challenges and strategies. School personnel with established programs were helpful in providing other teams specific strategies that they have used to overcome the identified challenges in implementing systems.

Conclusion

According to participants in the session, high school targeted group prevention efforts are in varying stages of development. Though a few schools have systems and programs in place, most have just started to consider developing such systems. Both examples reviewed in this chapter utilized features of the universal systems including: a structured team process; a proactive approach; and a focus on prevention. Additionally,

both examples included features of the intensive level described in chapter 9, including a student/family centered process that emphasize student voice/choice, and community involvement.

It is critical to monitor the numbers of students for whom these interventions are effective to determine if less-intensive targeted interventions may be helpful. Such group-delivered approaches include check-and-connect approaches using daily point cards or mentors, or social skill instruction delivered to small groups of students.

Since this process in high schools can take 5-8 years, rather than the 3-5 years in elementary and middle schools (Sprague, Flannery, Wafer, & Warburton, 2004, February), it is logical that schools will need more time before they have the necessary resources to deliver effective targeted interventions. Implementing targeted interventions that involve ALL staff before some success is experienced with universal interventions may be challenging. At this time, research in targeted interventions is sparse, and more is needed to guide future development. There is an important role for school teams in this area—to continue to monitor the effectiveness and efficiency of these interventions currently being implemented in high schools.

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Table 1:

Challenges and Strategies of Implementation

Obtaining Resources	
Challenges of Implementation	Strategies to Address Challenges
<ul style="list-style-type: none"> Lack of adequate funding for release time (needed to develop systems, train staff on how to use the systems, and run the systems) 	<ul style="list-style-type: none"> Encourage teachers to cover each other's classes for brief meetings Build connections with local community agencies to provide access to resources provided outside of the school
Involvement by School Staff and Parents	
Challenges of Implementation	Strategies to Address Challenges
<ul style="list-style-type: none"> Perceived lack of involvement from school staff, particularly more experienced school personnel Perceived lack of involvement from parents of students experiencing challenges in school 	<ul style="list-style-type: none"> Increasing staff involvement: train new staff in SW-PBS and include them in leadership teams Increasing parental involvement: allow suspended students to return to school only after a parent meeting
Integrating Targeted Group Systems into the School-Wide Systems in Place	
Challenges of Implementation	Strategies to Address Challenges
<ul style="list-style-type: none"> Difficulty determining which students could be supported by targeted group prevention rather than intensive individual prevention (some schools using targeted group systems for students who needed individual support, others overloading intensive individual systems with students who could be successful with targeted group programs) Implementing targeted group systems before school-wide systems were fully implemented (placing heavy load on staff) 	<ul style="list-style-type: none"> Use data systems (e.g. ODRs) to determine which systems would work for which students (2-5 ODRs = targeted group prevention; 6+ ODRs = intensive individual systems) Fully implement school-wide systems before implementing secondary systems (provides the foundation for implementing the other systems)

Data to Document Need and Effectiveness	
Challenges of Implementation	Strategies to Address Challenges
<ul style="list-style-type: none"> • Lack of data to identify students who may need additional support from targeted group prevention (leading to reactive rather than proactive discipline procedures) • Lack of data to determine the effectiveness of implementing a targeted group program 	<ul style="list-style-type: none"> • Develop/implement systems to monitor effectiveness of interventions. • Data important to identification and assessing program effectiveness includes ODRs, attendance, truancy, and academic achievement data

CHAPTER 9: INTENSIVE COMPREHENSIVE LEVEL OF SUPPORT FOR HIGH SCHOOL STUDENTS

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The purpose of this chapter is to describe the system features and practices for supporting students who require the highest most intensive level of individualized support within a school-wide system of PBS. This includes: a description of the features of the intensive level of support for individual students; a summary of the efforts of one high school in providing comprehensive supports to high need students; and a review of challenges and strategies associated with implementation of intensive individual supports that were shared by high school team at the roundtable discussion.

Overview

Positive Behavior Support is a preventative strategy that designs support for students through a three-tiered system: universal, targeted and individual. The universal level is designed as a basic level of behavioral support for all students in all settings in the school. Some students require additional support through targeted group support, or simple student-specific support plans. A small number of students (typically 1-5%) require a more comprehensive plan, designed to support their unique needs across multiple settings.

Lucille Eber, Statewide Coordinator of the Illinois EBD/PBS Network, presented the introductory session on the development and implementation of intensive individualized support within a school-wide Positive Behavior Support (PBS) system. Intensive level support requires the development of individualized strength-based plans, uniquely tailored for each youth and their family. This level of intervention is used when the school-wide (universal) and targeted interventions do not provide enough support to ensure the success of this small (1-5%) number of students who have multiple needs that cross home, school, and the community.

Intensive level plans focus on reducing the chronicity and complexity of social/emotional and academic problems experienced by the youth. These individualized plans include interventions and supports across a variety of life domains (i.e. housing, medical, safety, legal, educational, social, employment, etc). Behavior and academic interventions are integral components of the plan. A key feature of the planning process is to improve the quality of life for the youth, as defined by the youth and his/her family. Terms associated with intensive level planning for youth with comprehensive needs in sites implementing school-wide PBS include person-centered planning (Mount, 1992; O'Brien, Forest, & Snow, 1987; Vandercook, York, & Forrest, 1989), individual family support planning, system of care (Stroul & Freidman, 1986), and wraparound (Eber, Sugai, Smith & Scott, 2002)). Common features of these plans include: (1) youth/family voice and choice; (2) a strength-based collaborative team process; (3) focus on natural supports and settings; (4) a comprehensive, strength-based plan of supports, services, and interventions based on priority needs agreed upon by the team; (5) planning across multiple life domains including domains outside of school, and may involve coordination with community-based agencies/supports.

The concept of *voice and choice* requires that the youth and family be encouraged to take the lead in defining their needs based on their perspective about improved quality of life. Ownership over the design of strategies and interventions by the youth and those closest to him/her can increase likelihood of successful implementation and therefore independence (Malloy, et al., 1998).

Each youth/family has a *uniquely designed team* composed of people who represent their strengths and life experiences and who are committed to proactively supporting the youth and family over time. The focus on *natural settings and supports* typically results in teams that include friends, relatives, extended family, co-workers, classmates, clergy, neighbors, coaches, previous helpers, as well as school and community support personnel. The team makes a commitment to meet over time rather than once or twice.

Each youth/family team develops a *comprehensive plan* of care that is built on strengths and prioritizes needs that will best support an improved quality of life for the youth and others in his/her environment(s). Individual plans typically include interventions that proactively teach new skills and create opportunities to use strengths and skills in different settings. These plans can include supports and interventions for key players in the youth's life (family members, care givers, mentors) as well as for the youth. It is recommended that a mission statement in the youth/family's voice be documented as part of the plan (Eber, 2003). Strengths are explored by the team, recorded in the plan and are used to strengthen the effect of interventions. Actions are reviewed regularly and modified frequently. Individual youth/family teams focus on *natural supports* and settings as they attempt to build on the unique strengths of the youth and family.

The supports and interventions for the youth/family cross *multiple life domains and settings*. The plans typically include function-based behavior interventions, academic interventions, basic living supports, multi-agency strategies, family supports, and community resources. The intensive intervention plan could include supports for the adults/family as well as the youth. Effective plans may result in modifications to the youth/family's context—home, school, or community. A needs-based intervention process assumes that problem behaviors result from unmet needs. A good needs-based intervention will change the environment around the situation rather than waiting for the person with the unmet need to do the changing.

Intensive plans based on wraparound and similar approaches are different from a typical Individualized Education Plan (IEP) as they often go beyond education needs. The team assists the youth/family as they define their skills and abilities, preferences and priorities. Effective plans clear pathways for resource acquisition so that the youth/family get the right stuff at the right time in the right way for the right “cost.” The team helps the youth/family access or develop community-based resources that the youth/family feel are culturally relevant and will be effective for them. The intensive plans frequently coordinate services from different agencies.

Example of Individualized Comprehensive Teams/Plans

Bill Heydt, from Franklin High School in New Hampshire shared information about a comprehensive wraparound approach for students with high needs that incorporates futures planning, mentoring, job development, and other individualized supports. The intensive level of support at Franklin High School is supported by a care coordinator position and technical assistance and evaluation through a grant project at the Department of Education in New Hampshire. It is managed through the a collaboration of

the University of New Hampshire's Institute on Disabilities and the non-profit the Alliance for Community Supports, titled Achievement for dropout Prevention and EXcellence (APEX). The individualized support system at Franklin High Schools is an extension of Project RENEW (Rehabilitation for Empowerment, Natural supports, Education and Work) which has been providing wraparound and futures planning support for young adults who experienced a high rate of challenges with school, family, and community since 1995 with a high rate of success (Cheney, Malloy & Hagner, 1998; Cheney et al., 1998). At that time, Franklin High School had the highest drop out rate in the state (New Hampshire Department of Education data; 2000-2001). In 2003, the end of the first year of the project, 100% of the youth identified for intensive services either advanced to the next higher grade or graduated. Of the newly graduated 50% of those young people who were originally identified as marginal students and at-risk of dropping out of high school went on to college. Franklin High School's support structure students with intensive needs has incorporated the Alliance for Community Supports RENEW model with the PBS intensive level forming the APEX process. This partnership allowed the school to hire two full time mentors. Each mentor manages a caseload of 12 students and works one on one with their students on their career/education focused academic and behavioral issues. The APEX/RENEW mentors provide or help access supports such as test accommodations, tutoring, internships, job shadow opportunities, and college visits. They also work with the students on the development of life skills such as budgeting, interview skills, interpersonal skills, etc. A summer program focused on social skill development is also provided for the students.

One of the challenges of the tertiary support level is often how to efficiently identify students for this level of support, especially if the school's targeted support

structure is not fully in place. Chapter 7 of this monograph documents that high schools implementing school-wide systems of PBS struggle with differentiating students needing secondary vs. tertiary levels of support as they begin to develop the capacity for a 3-tiered structure in their building. If the targeted interventions do not exist (or are ineffective) more students develop chronic needs; many dropout as a timely and effective response was not readily available.

The staff at Franklin struggled with the identification of the students who needed the intensive level of support available through their partnership with the Alliance for Community Support. They needed to learn how to clearly distinguish between students who truly needed this intensive support versus less “costly” targeted intervention. Ensuring timely and accurate selection of students who need intensive services was not adequately achieved through their discipline data review process. Attendance, truancy, and academic data must be considered as well as direct referrals from teachers, counselors, families and students themselves. Franklin High School formed a At-Risk Committee with technical assistance provided by the University of New Hampshire’s Institute on Disability that meets weekly. This team includes counselors, Franklin High School’s Special Education Coordinators, General Educators, the APEX/RENEW mentors, school administration, and other mental health staff. They identify students from a variety of data sources who may need intensive level supports through the combined wraparound and futures planning process.

Franklin’s team found it to be important that the faculty have the knowledge and skills necessary to work successfully with the students. Staff received ongoing training and technical assistance to implement wraparound and futures planning. This training helped the team to learn to focus on who needs what services and on individual students.

It is important that this training and technical assistance is continuous, not a “one shot” deal as the effective design of these unique teams for individual students requires a range of skills among team members.

A critical component of the process at Franklin High School was the strong involvement of the student and the family. The futures planning strategy (O'Brien, Forrest, Snow & Hasbury, 1987) that guides the development of a plan that focuses on student interests/strengths, how the student describes him/herself, and the student's dreams/ goals. These meetings are often done outside of the school setting (homes, coffee shops) and can even be facilitated by families. Family supports such as getting a family partner in to help a family unit deal with circumstances occurring outside of the school setting, or finding resources for the mother so she could carpool to work alleviating the need for concerns over transportation were also incorporated into the plans.

Franklin High School has connected with many community resources to support their efforts to provide individual support to those students who need them. For example, finding community based internships at the local auto body shop to get students their elective credits or tapping into the local hospital personnel to tutor a young person who has identified the medical profession as a career goal in biology. This has required them to focus on “self-determined” goals, family member participation, strong wraparound teams, and adult and peer mentors to ensure the success of these students. This has also required the PBS team to clearly understand their roles and how each level interacts with students in a unique way. The challenge ahead for Franklin High School now will be ensuring their capacity to provide this highly specialized approach to 1-5% of their students so they sustain their success beyond the support of the university grant.

Continued improvement of their universal and targeted systems is part of the investment needed.

Summary of Round Table Sessions

Current Status and Priority Level

None of the twelve high schools, other than Franklin High School had the Intensive Level of Support in place but 38% had it partially in place; 57% had nothing in place at this level of intensity.

Challenges and Strategies

Roundtable discussions occurred following the initial presentations by the model schools. The major themes that emerged from these discussions were about development and implementation of individualized and intensive support fell into four categories: faculty, time, administration/funding and organization of the system of care. Table 1 below highlights the major strategies and challenges described by the roundtable groups.

Conclusion

The needs of some students are unique and require more intensive supports than are available through the universal or targeted group systems. Though it is one of the last systems to be implemented in the PBS system it is no less important. This level is just beginning to be implemented in many of the high schools attending this conference so the following conclusions are preliminary but may be helpful as general guidelines.

- Emphasize the development of the universal and targeted levels of the system to ensure you can efficiently identify the students who truly require intensive level supports;
- Develop individualized, strength-based plan with these students and their families that emphasize voice/choice of youth/families;

- Use a collaborative team process to develop the plan;
- Consider multiple environments when developing the plan (home, school, community);
- Look at community resources as well as school resources. Seek grant funds through System of Care or other mental health grants to develop team facilitator (or care coordinators or mentor) positions;
- Build partnerships with local agencies who may have the expertise to support skill development among school staff so school's can become more capable of providing this level of support for students and families; and
- Re-organize roles/functions of staff who typically interact with students with chronic problems to ensure the capacity to build individualized teams that provide support over time for these students and their families.

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Table 1:

Challenges and Strategies of Implementation

Staff Involvement	
Challenges of Implementation	Strategies to Address Challenges
<ul style="list-style-type: none"> • Difficult to find teachers willing to work with the students • Lack of faculty buy-in • Too many initiatives on faculty at once • Large caseloads of staff trained to facilitate intensive teams/plans 	<ul style="list-style-type: none"> • Ongoing faculty training – not “one shot” • Start small • Get a few “converts” • Redefine faculty roles to ensure wraparound and futures planning is available for students at high-risk
Time	
Challenges of Implementation	Strategies to Address Challenges
<ul style="list-style-type: none"> • Scheduling meeting times for diverse team members • Time to complete tasks 	<ul style="list-style-type: none"> • Create schedules that allow set times for team meetings • Redefine faculty roles/tasks to allow time needed to develop capacity to provide intensive supports • Late starts/early dismissals once a month
Administration and Funding	
Challenges of Implementation	Strategies to Address Challenges
<ul style="list-style-type: none"> • Too many programs • Too many rules • Lack of ongoing funding 	<ul style="list-style-type: none"> • Incorporate the structure within a mandate or rule – don’t consider the PBS process as separate • Pool money from different agencies • Bring money back into the building by placing fewer students in alternative placements • Secure administrative support • Use data for decision making

Organization of a System of Care	
Challenges of Implementation	Strategies to Address Challenges
<ul style="list-style-type: none"> • No course credits for student mentoring • Need alternatives to suspension and expulsion 	<ul style="list-style-type: none"> • Use a team to develop individual plan - include community and family • Start small; start with Freshman • Provide opportunities for service learning projects; vocational program goes into community (builds houses, etc) • Establish alternative academic programs within the building • Establish after school programs • “Loop” the teachers (have teachers teach the same students year-year moving up a grade as the students do) • Use advisory period model • Make data-based decisions

CHAPTER 10: HIGH SCHOOL POSITIVE BEHAVIOR SUPPORT SURVEY: WHAT THE HIGH SCHOOLS ARE DOING

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Over the past 8-10 years, public schools have begun to change from using punishment as the primary response to problem behaviors to a proactive and positive approach that addresses the entire school as well as individual students (Colvin & Fernandez, 2000; Elias, 1998; Mayer, 1995; Nakasato, 2000). The goal of this approach known as Positive Behavior Support (PBS) is to promote a pro-social positive climate that increases positive behavior and academic achievement (Horner, Sugai, Lewis-Palmer, & Todd, 2001; Lewis & Sugai, 1999; Sugai & Horner, 1999). School staff implementing PBS regularly teach, review, and acknowledge agreed upon expectations for all students rather than only focusing on the punishment of students who are non-compliant of school rules.

Implementation of PBS includes three levels of prevention: primary, secondary and tertiary (Scott, Liaupsin, Nelson, & Jolivette, 2003; Sugai & Horner, 2000; Todd, Horner, Sugai, & Colvin, 1999). Primary interventions are designed for all students in the school. Thus, just by being a member of the school, each student gets access to these interventions. An example of a primary intervention is teaching and acknowledging the clear and concise statements of school expectations. Secondary interventions are those designed for a specific group of students such as social skill groups or homework check-in. These are interventions that are designed for this specific group of students and not

available to all students. There are some students that need more intensive services than the primary and/or secondary interventions. These students benefit from interventions at the tertiary intervention level. Tertiary interventions are designed on a one-to-one basis and should be used with only about 3-5% of the students. This multi-level approach involves a prevention strategy that promotes the teaching of appropriate skills to impact both social and academic success.

This multi-level approach has been demonstrated quite successfully at both the elementary and middle school level. There has been little demonstration of this approach in high schools. High schools are complex organizations with multiple administrators, large numbers of staff and students, and varied expectations related to academic achievement and successful diploma completion. While the field is completing more rigorous research on the implementation of PBS at the high school level, it is important to get information to those who are beginning this implementation. Beginning implementation efforts, whether in an elementary or a high school should focus on four outcomes:

- a) Adoption teaching and acknowledgement of 3-5 expectations that are brief and positively stated;
- b) Clear understanding by staff, administrators and students of the consequences for rule infractions (including which behaviors will be managed by the staff and/or by administrators) and that these infractions will be addressed consistently;
- c) The establishment of a school-wide leadership team that regularly collects and reviews data in order to make decisions about ongoing needs; and
- d) Staff and administrative buy-in to the issues and solutions to improve the school climate.

Adoption of Clear Expectations

Staff and students need to have an environment with some predictability. This is accomplished by not assuming that students and staff know what is expected, how to do it and are motivated to do it. Most students view high school as a totally a new experience, with the environment and expectations being very different from their previous eight years in the school system. Though the students are “young adults” and “should know how to behave” this change in expectations needs to be clearly stated and taught to students. When implementing PBS, staff need to come to an agreement of what school expectations are and what will happen if students do not follow the expectations. The teaching of these expectations, acknowledging the students who meet expectations, and consistently delivering consequences for those who don't can result in a proactive and positive environment for all.

School-wide Leadership, Communication and Buy-in

Communication with staff and a clear decision-making process are two critical pieces of the initial implementation of PBS. Schools undergoing any change need to develop strategies for communicating information to staff and how they will be involved in the decision-making process. Schools participating in PBS have found that establishing leadership teams that represent the staff is important. These teams have the tasks to secure staff buy-in at the different stages of implementation, communicate with staff, develop action plans, and monitor progress of implementation. As high schools have a large staff and a more complex organizational structure, establishing a representative leadership team becomes more difficult. Additionally, due to the age and stage of development of the students, it is also important for high schools to consider the role of

students in relation to the team so that their input is considered in the decision-making process.

Purpose

The purpose of this paper is to share information from a number of high school teams that gathered at a PBS Forum in Illinois. These high schools that all have begun to implement PBS. They gathered to share strategies they used in the implementation of PBS in their high schools. This chapter will describe the results of a survey on the initial implementation of PBS at the high school level.

Methods

Participants

Twenty-nine schools participated in the Illinois High School PBS Forum. Eighteen of the high schools invited from Illinois. In addition, 11 high schools participated from nine other states.

Instrument

The Survey of Positive Behavior Support Implementation in High Schools (Flannery & Sugai, 2004) was used to gather information about the implementation of PBS. The survey takes about 20 minutes to complete and consists of five areas: School demographics; staff participation and support; expectations and types of acknowledgements; leadership team membership; and priorities for the year's action plan. It also gathers information on what helped and challenged the accomplishments of the focus areas of the action plan.

Data Collection

Three weeks prior to the Forum, the survey was emailed to each team attending the Forum and a copy was placed in the packet they received the first day of the Forum.

Completion of the survey was voluntary. Teams implementing PBS for at least one year were encouraged to complete the survey, though some teams with less than one year experience felt they had implemented enough to respond and thus were included. Teams were instructed to return the survey at the Forum or email/fax to staff immediately after the Forum.

Data Analysis

An Access database was built and all returned surveys were entered into the database. Queries using Access were conducted to summarize the results of the survey.

Results

High School Demographics

The seventeen schools that returned surveys (59%) represent seven states. Ten (59%) of the returned surveys are high schools in Illinois. Several teams emailed that they had just begun implementation and did not feel they had been implementing PBS long enough to complete the survey. The majority of the schools had been implementing PBS less than 3 years (Table 1). The high schools varied in size with an average of 1292 students and a range of 430-2900 students (SD 736.97) (Table 2). Five schools represented urban communities with six each representing suburban and rural areas.

Staff Participation

The schools had an average of 115 staff with a range of 35-250 (SD 70.8). The majority of schools indicated the staff were supportive of the PBS efforts, though indicated a lower number of staff actually actively participate in implementation efforts (Table 3).

Leadership Team

The leadership team membership varied across schools. The schools had an average of 11.06 members on their teams with a range from 5-17. Table 4 provides the percentage for each category based on all team members listed. So for example, 59 (31%) of all the team members listed by all the schools were general education teachers. Since schools often had multiple members from a category, Table 4 also provides information on the number of schools by the number of representatives from each category. Each school had at least one member from administration and general education, with one school having as many as eight general education representatives. Most schools had one or two administrators (e.g., principals, assistant principals, dean of students) on the team, but one had as many as five. Only two schools had students on their teams and only four included campus security staff such as truancy officers or campus supervisors.

Expectations

The schools used 3-5 words/phrases for their expectations. There were a very diverse set of expectations, but “Respect” (17), “Responsibility” (12) and “Achievement” (4) were used most often. All other expectations occurred two times or less. Examples of the other expectations include “Safety,” “Participation,” “Readiness,” “Cooperative,” “Tolerance,” “Kindness,” and “Perseverance.”

Eight schools provided information on strategies that were used to acknowledge students for good behavior. Many schools gave cards and other awards to students, often using a title associated with the schools mascot or colors on these awards. They also used tangible rewards such as sending postcards home or posting the expectation. Schools provided individual acknowledgement to students and also announced these acknowledgements over the school’s P.A. system. Other reinforcers included “Principal

for a Day”, access to the skybox at student sports events, extra credit, and access to free celebrations. One school reported also acknowledging the teachers for distributing the awards to students.

Action Planning

The majority of the areas of focus of the schools’ action plans were in “School-wide Discipline” (13, 27%) and “Classroom Management” (8, 16%) and no school had “Instructional Management” as a priority. Table 5 shows the specific totals and number of schools for each priority level. The factors that schools indicated had helped or challenged them in achieving their action plan goal areas are presented in Table 6. They only provided information on their top three priorities.

Summary

A number of high schools have begun implementation of the Positive Behavior Support (PBS) model. They have seen that PBS is a method to promote a pro-social positive climate that increases positive behavior and academic achievement. Most of the schools in this study are in the beginning stages of implementation with a focus on their school-wide or classroom systems.

Schools began by establishment of leadership teams and their school-wide expectations. The leadership teams in the schools varied in size and number. They often include a large number of general educators and administrators. This is due to the size and diversity of the staff (i.e., number of content areas, specialists, curricular approaches). Also high schools, unlike elementary schools, often have multiple administrators whose roles vary depending on the school organizational structure.

Two groups that had low representation, but have important contributions to make to a high school team, are the truancy/campus security staff and the students. In the

section listing the challenges, there were a number of schools that indicated student participation was helpful and some indicated they were working on increasing student participation. One challenge for the schools that have chosen to include students on their leadership team is how to have a representative sample of students. Some schools have designed other means to obtain student participation and input, through such efforts as use of student advisor group, student surveys, or Student Council.

Development, teaching and acknowledging of school-wide expectations were other areas that all schools had begun to implement. These are foundational components of PBS. These high schools used the expectations of ‘Respect’ and ‘Responsibility’ which is similar to the elementary and middle schools that have implemented PBS. There was a somewhat higher emphasis on expectations such as “Achievement”, “Perseverance”, “Readiness” than in middle and elementary schools. This might be a result of the focus in high schools on the completion of academic standards/credits in order to obtain a diploma or pass a state completion exam.

Once established, the expectations need to be taught and acknowledged by staff and students. The information on the challenges encountered by these schools indicated the schools found they needed to be consistent in the implementation of these expectations, to teach the expectations formally and that some teachers were having difficulty working with staff to accept the importance of acknowledging students for following expectations.

These schools indicated that, staff support was typically less than 50% of the staff and dropped even further when asked about percent of staff actively participating. This is again supported when asked about the challenges they have encountered. The most common theme in the challenges seems to be one of the struggle to obtain buy-in and

support. Schools indicated that the involvement, support and endorsement was important to the success of their PBS effort. More specifically, the areas of difficulty seemed to be the lack of development time with teachers, lack of consistency, commitment of staff and staff time to multiple initiatives, and the need to support teachers to change their perceived roles and values. The respondents did provide some information on how to influence staff participation and buy-in such as empowerment to address issues, staff training, staff creation and/or revision of lesson plans specific to their classrooms, use of experts from within and outside the school, and provision of information to staff on a regular basis (i.e. monthly).

These high schools were challenged not only to gain support from staff, but also mentioned the need for support from the students and the administration. There is some indication from their comments that it may be more difficult to bring the “older” students on board than the younger students. These findings may influence schools to begin with their ninth graders and “grow the program”, especially when those ninth graders have a fewer set of teachers. Suggestions included using a student-centered video, student representatives on the team and sharing information with the student council, asking specific groups of students for support for specific tasks (i.e. East Lab students).

Finally, the use of data seems to have been helpful to these schools. They found it helpful in establishing their school-wide system and for sharing information with staff. This may, in some instances, have required the redesign of the data collection system and the definitions that were used. The schools indicated the importance of supporting staff and others to review the data in order to understand the data itself, the importance of the data and how to use it appropriately. They also found that having time, and possibly a

designated person, to enter and analyze the data before sharing the information with the team or other staff was critical.

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Table 1:

Years of Implementation

Years of Implementation	Number of Schools
Over 5 years	1 (6%)
Between 4 and 5 years	3 (18%)
Between 3 and 4 years	2 (12%)
Between 2 and 3 years	3 (18%)
Between 1 and 2 years	2 (12%)
Less than 1 year	6 (35%)

Table 2:

School Size

Enrollment	Number of Schools
Over 2000	3 (18%)
1501-2000	3 (18%)
1001-1500	3 (18%)
651-1000	4 (24%)
301-650	4 (24%)
0-300	0 (0%)

Table 3:

Staff Support and Participation

Level	Support: Number of Schools	Participation: Number of Schools
100-76%	7 (41%)	6 (35%)
51-75%	6 (35%)	4 (24%)
24-50%	4 (24%)	2 (12%)
0-25%	0 (0%)	5 (29%)

Table 4:

Leadership Team Members							
Category	People # (%)	Number of Schools with					Total Schools
		1 Member	2 Members	3 Members	4 Members	5 or More	
General Education	59 (31%)	2	4	1	5	4	16 (94%)
Administration (e.g., Dean, Principal)	38 (20%)	5	7	3		2	17 (100%)
Student Services (e.g., Counselor)	24 (13%)	5	5	3			13 (76%)
Non Classroom /Paraprof.	18 (10%)	3	1	3	1	1	9 (53%)
Special Education	16 (9%)	8	1	2			11 (65%)
Parent	10 (5%)	1	3	1			5 (29%)
Support Staff (e.g. admin assistant)	7 (4%)	7					7 (41%)
Security/ Truancy/ Campus Supervisor	5 (3%)	3	1				4 (24%)
Student	5 (3%)		1	1			2 (12%)

Table 5:

Number of Schools within Each Focus Area and Priority Level

Level Focus Area	Priority	Number of Schools				No Priority Stated
		Total Number	Priority 1	Priority 2	Priority 3	
School-wide discipline		13 (27%)	8	3	1	1
Classroom management		8(16%)	2	1	4	1
Securing commitment/agreement from majority (>80%) of staff		4 (8%)	1		1	2
Examining/enhancing data management system for decision making		4 (8%)		3		1
Individual student interventions/supports		3 (6%)	1	1	1	
Establishment of leadership team		3 (6%)	1	2		
Non-classroom setting		3 (6%)		3		
Review of existing data to identify action plan targets		3 (6%)	1		2	
Targeted interventions for groups of students		3 (6%)		1	1	1
Student involvement/support		3 (6%)		1	1	1
Parent involvement/support		2 (4%)			2	
Instructional management		0 (0%)				

Table 6:

“Helped” and “Challenged” Implementation of Action Plan Focus Areas

Category	Helped	Challenged
School-wide discipline	Accountability – phone calls to parents when tardy 1 st hour Attempting to get everyone on the same page through staff training and the support of institutions of higher education Data system that allows for consistent review and analysis of data A supportive coach Defining expectations Listening to other school districts Professional signs made and put throughout the building Revising our office discipline referrals – Minor/Major New attendance policy Hallway management plan Shared concern Great policies in place Support from principal Staff involvement and participation Regular reinforcement	Number of students Consistency; getting 100% buy-in Dispelling the preconceptions of some staff and get them to consider different ways to address behaviors “We don’t pay students to do the right thing” Faculty/Staff participation Forming a collaborative team Creating cohesive lesson plans Creating available time slots to plan Constant reinforcing measures had to be used to maintain in place Time needed to teach behaviors more formally Obtaining older student buy-in Inconsistencies between different teachers as to what counts as “tardy” Student involvement Student mobility/new students and teacher orientation throughout the year Trial and error implementing program the first year
Non classroom setting	Bringing the data together around hallway behavior Collaboration with area transportation supervisor and feeder schools Lesson plans for all teaching behavior Staff help in implementation	Lack of time, opportunity for bus driver training? Older students fighting the process Staff consistency

Category	Helped	Challenged
Classroom management	<p>Developing a formal professional development curriculum</p> <p>Each teacher creates a plan specific to their classroom</p> <p>Empowerment of the teacher to allow them to address behavioral difficulties themselves without involving the administration.</p> <p>Listening to other school districts</p> <p>Resources and strategies gained from PBIS trainings and conferences.</p> <p>Using experts within our school</p> <p>Work from all PBS team.</p>	<p>Changing the way that the teachers perceive their roles in the classroom and getting them to be proactive rather than reactive; Old values and attitudes re: school wide discipline (i.e., the need to get tougher)</p> <p>Not enough development time for teachers to receive training</p> <p>Lack of administrative support due to turnover</p> <p>Sometimes inconsistencies can occur, in terms of acceptable behavior across the board</p> <p>The differences in teachers' classroom management</p> <p>Time to complete, implement and follow-up</p>
Instructional management	<p>Not selected as a priority area by any school</p>	<p>Not selected as a priority area by any school</p>
Targeted interventions for groups of students	<p>Already have identified the students</p> <p>Having access to resources</p> <p>Resources and strategies gained from PBIS trainings and conferences.</p> <p>Working with students individually.</p> <p>Asking teachers not on the team to help.</p>	<p>Old values and attitudes re: school wide discipline (i.e., the need to get tougher) and lack of administrative support due to turnover.</p> <p>Team did not want formalize intervention and did it in many different ways. It did not work!</p> <p>Time to monitor; intervention; effectiveness</p>
Individual student interventions/ supports	<p>Compelling the staff to experience the effectiveness of the BST process and the way that it can impact and enhance the teachers efforts in the classroom.</p> <p>Making student-centered videos</p> <p>Increasing odds of getting a "Gotcha"</p> <p>Mentorship program</p> <p>Team intervention</p> <p>Administration support</p>	<p>Lack of administrative support and endorsement at the early stages of implementation made it harder to initiate the intervention strategy.</p> <p>Some students felt "left-out"</p> <p>Staff believe that rewarding "expected" behavior has not effective or fair</p> <p>Teacher motivation to follow up on interventions</p>
Establishment of leadership team	<p>External coach</p> <p>Supportive staff members – willingness on staff's part when approached</p> <p>The IL PBS Workshop</p>	<p>People are spread thin (committed to other school initiatives)</p> <p>Time</p>

Category	Helped	Challenged
Securing commitment/agreement from majority (>80%) of staff	Putting school-wide data in front of faculty on regular basis Reporting to staff on a monthly basis Some teachers have become leaders	“Red” teachers Staff is overwhelmed by so many mandates without proper staff development and/or professional training Attitudes re: school-wide discipline (i.e., need to get tougher) and lack of administrative support due to turnover Veteran teachers are not in support
Examining/enhancing data management system for decision making	Access to data Provision of meaningful information Understanding the importance of data Assessment of data monthly Additional co-coach this year to calculate data Redesign of data collection	Lack of time and the collection of data in a timely manner Time Using data appropriately We want to look at location and times of ODRs
Review of existing data to identify action plan targets	Data analysis specialist Loyola Conference: Networking School developed data systems that allows for regular monitoring	Inconsistency with administrative actions concerning discipline issues Time Size of Leadership Team at this point
Parent involvement/support	Have an active Parent, Teacher, Student Association We have parents seek information from community network	The “us” and “them” approach
Student involvement/support	Student participation Community and staff support Lesson plans Presentations Student representatives attend our team meetings Students bring suggestions for team Students share info from PBIS team to student council Working with our East Lab students Administrative support Survey results from the students	Finding/creating a diverse group that would represent all students (PBS Student Team) Commitment from student More representatives from student population on our committee Time

CHAPTER 11: SUMMARY OF THE HIGH SCHOOL PBS FORUM 2004

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The High School Forum provided a unique opportunity to staff from high schools implementing Positive Behavior Support (PBS) to share ideas and problem solve together. Though PBS has been implemented for years within elementary and middle schools, there have been few implementations at the high school level. Within districts there are often many middle and/or elementary programs implementing PBS in their schools. The districts often get the school personnel together to share what they are doing so each school does not need to “reinvent the wheel” and staff can problem solve with each other. Even if all the high schools in a district implement PBS, there could be as few as one to three high schools, and thus, makes “learning from others” difficult. The High School Forum provided the sharing of ideas to happen between different high schools.

Twenty-nine schools participated in the Illinois High School PBS Forum. Eighteen of the high schools were from Illinois. In addition, 11 high schools participated from nine other states. Participants from these schools had the opportunity to have facilitated discussions with their colleagues from different schools about structural areas (i.e., team development, administrative support/roles, engagement of staff and students, data based decision making) as well as about the three PBS levels: universal (i.e., instruction of behavior, school-wide expectations), secondary (i.e. targeted groups) and tertiary (i.e. individual).

The presentations and conversations that occurred during these sessions formed the content of this monograph. It is interesting that though each presentation and group discussion (i.e. chapter) focused on a specific topic, the challenges, and thus, strategies that were discussed overlapped across presentations. In other words, participants discussed engagement of staff in discussion groups associated with the topic “Engaging Staff and Students” but also in a number of other sessions. This highlights the fact that PBS is not a program, nor a curriculum for the school, but rather a process and system that has interrelated components, each influencing the other.

The schools that participated in the Forum had been implementing PBS from one year (45% of the schools) to over five years. This range of implementation stages did not seem to hinder the conversation among the groups. Though the groups identified many challenges that they were dealing with in the implementation of PBS, they identified many more strategies to try and reduce the impact of or eliminate these challenges.

The common challenges that emerged across the sessions were buy-in, scheduling, and establishing consistency across staff. The buy-in challenge tended to focus primarily around staff though occasionally this included upper-class students or administrators. There was a general perception of lack of involvement by many of the high school staff. Participants attributed this to staff attitudes due to having too much to do and no time to start something new; the number of initiatives that schools engage in indicating and the thought that this like many initiatives will “just go away.” They also often targeted a specific group as not buying into the PBS efforts. These included the “independent teachers” or the “veteran teachers” who had their way of doing things and were not willing to change. The participants saw the lack of data on high schools, in general, as well as specific change data for their high school specifically, as hindering the ability to obtain staff buy-in.

Scheduling or the ability to get people together was another challenge that appeared across sessions. Again, staff identified the immense number of initiatives, directives or priorities within buildings that tended to pull staff in many directions, but also made finding a common time to meet very difficult. These multiple efforts also resulted in an inability to identify common times for training of staff and/or students. The last concern related to funding. This impacted scheduling, as schools were not able to fund release time for staff to meet and develop materials. This also hindered staff's ability to work together as well as staff being willing to put in the extra time for meeting.

The large number of staff in high schools and their various approaches to teaching make consistency and clarity among staff a real challenge. Participants found this to influence their ability to have consistent expectations, data collection processes, as well as developing systems of support. This was complicated by additional issues of staff turnover, cultural differences in perception of expectations, lack of time to have all the staff together and administration not holding staff accountable for following the PBS expectations, processes or lessons.

Despite these challenges there were many strategies identified by the teachers. Common themes emerged across many of the chapters. These included communication and acknowledgement of staff and students; strong leadership of administration, students and staff; and teaching and monitoring expectations. Communication and acknowledgement of staff and students was seen as critical to the success of PBS. Staff need to be kept informed and reminded through announcements, meetings and use of school bulletin boards. Acknowledgement of staff (e.g. postcards, free time, gifts) and students (e.g. passes, wall of fame, ice cream) is necessary to keep motivation high, to identify the role models that should be followed, and replace the punitive climate that often exists with a more positive one. Participants suggested strategies by which the staff or administration delivered the acknowledgement as well as the idea that students should be

able to acknowledge other students and staff. They also discussed a variety of strategies to use to celebrate successes such as meeting school-wide goals (e.g. reducing tardies overall), completing specific items on the school plan, and overall implementation of the PBS system.

Leadership in any effort is important. Across the chapters there were discussions about the need for leadership from the administrator as well as from staff and students. An administrator was seen as key to keeping the vision clear to all involved – staff, students, parents, community and to share the data on the impact of the efforts and to help to celebrate successes. Administrators need to know their staff and be able to acknowledge staff participation and encourage hesitant or resistant staff. Administrators are also important in knowing the strengths of their staff and identifying those staff and/or students for specific responsibilities or roles within the process. They need to be able to mobilize the existing school structures such as department chairs or other committees to assist in the process.

It was clear that the participants did not think leadership by the administration alone would be enough. Across the chapters there is a discussion of strategies that highlight the need for leadership and participation of staff and students. The school team needs to look for allies and leaders in the staff who can help obtain the staff buy-in for each of the areas of PBS. The staff and students need to deliver the message to their peers that this is not just one more initiative but, a process/system not a rule/mandate or curriculum. Participants also identified the importance of students' buy-in through participation in team leadership, implementation, direction, and to provision of ongoing feedback.

There was some discussion of strategies related to the need for a plan that provides a clear vision for the staff and students. The participants felt teams were more successful when they start small in their actions to accomplish that vision so staff would see it as doable and could see change over time. Though the lack of data at the high school level was identified as a clear challenge, the

participants identified the need for data for decision-making and for monitoring the effects of their efforts. In instances where schools had data available, teams saw this as critical in order for staff to see the change and be supportive of the efforts, both in the beginning and ongoing.

Last, the participants discussed strategies that focused on teaching and monitoring expectations. The need for clear expectations influenced many of the discussion groups. The participants discussed strategies for designing the instruction of these expectations (e.g., role plays, lesson plans, TV/intercom) as well as specific times to do the teaching (e.g., small groups, advisory periods). They thought that it was important for staff to have the opportunity to have input into the identification of the expectations and to be provided training in order to obtain consistency across the staff. The participants highlighted the importance of ongoing instruction, even as often as monthly with different topics, in order to keep teaching and monitoring expectations in the forefront.

In addition to the sessions, the schools were asked to complete a survey regarding their teams, school-wide expectations and action plans for their schools (chapter 10). These survey results aligned well with the information from the conversations that occurred in sessions at the High School Forum.

The participants, though faced with challenges, were able to identify strategies that had been tried or that they felt would work in their schools in order to implement PBS. The participating schools are still in their early development years and are working on the foundation for their PBS systems. Hopefully, many participants were able to take back these ideas to their schools and will begin to reduce the challenges they were each facing.

Next Steps and Support

It is exciting to see the number of high schools who attended and the many more that requested to attend. The evaluations completed by participants were positive and requested this

event be held again next year. The desire of the developers of this conference was, “to give implementers hope that it [PBS in high schools] can be done.” It is encouraging that schools and districts are willing and ready to implement PBS within high schools.

As researchers who have focused our attention in the area of high school positive behavior support, we have been inundated with requests for information about implementation. A week does not go by without a request such as, “Do you have anything in writing about your efforts,” or, “Are there any examples available?” Empirical evidence of the outcomes of PBS at the high school level is still limited. It is important that high school staff and others begin to collect this evidence and disseminate it to others.

The majority of implementation of PBS has been with elementary and middle schools. Initially staff at these levels could look to success stories like Fern Ridge Elementary or Clearlake Elementary to provide strategies and exemplars. While these elementary and middle school exemplars have been extremely useful to expansion of PBS to high schools, it has been our experience that some of the first questions a high school team will ask include, “Has this been tried in a high school” or “Do you think this is a little babyish for our students?” As a result of our experiences in our own research and this conference we can respond by saying yes to the former and no to the latter. This does not, however, mean our work is complete.

Examples of high schools implementing evidence-based approaches at school-wide, group, and individual support levels were provided. Though the data on the efficacy of these approaches in high schools is still limited, implementation of these approaches in secondary settings in and of themselves is an achievement of great significance. We celebrate with any reader who has taken the first step. What is now needed is a systematic analysis of the replication of these strategies in secondary settings. Keeping nuances in mind, schools should make every effort to collect useful baseline information during their needs assessment phase. These data will allow implementers and

researches to track the effectiveness of their efforts, and understand the adjustments that need to be made.

Another consideration is the role of the students in the process. While we are creating a supportive environment that encourages success and risk taking, we must keep the ultimate goal in mind. These students are, at the most, four years from entering society as citizens. We as educators cannot go with them; in fact they will be the only consistent variable in their social network for the rest of their lives. The responsibility for us as change agents involves asking questions like, “Are we, as much as possible, supporting the students’ ability to have authentic voice and efficacy over their daily lives?” If we see our approach as working with and not for the students, we are more likely to include them in decisions about environment, and their own futures. The addition of incorporating principles of self-determination and planning for the future are critical. This can be done by asking the students, “What differences would like to see in this school a year from now, and what can we do now to make that dream a reality?” By preparing students through participation in futures planning for the school, it will hopefully make the translation of these principles to their daily lives much easier.

In conclusion, our next steps as a field should include: (a) sharing a vision and support to those who want to improve their environments, (b) increase our understanding of effective approaches for secondary schools, and (c) find ways to empower students to make changes in the school and in their lives. We hope you will continue to use this document as a source of information and encouragement in the months and years ahead.