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

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

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

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

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

Gresham Barlow School District  
BEHAVIOR – Problem Solving Process

Level 1
- Individual Intervention: PBIS/ISP - 2nd meeting
- Consistently applied strategy

Level 2
- Individual Intervention: PBIS/ISP - 1st meeting

Level 3
- Intervention team 3rd Meeting
- Brief ABC - Match Function of Behavior to specific Individually-targeted Interventions

Level 4
- Referral to Intervention team – Group Intervention
- Brief ABC – Match Function of Behavior to Academic Program

Level 5
- Check In/Check Out team

Level 6
- Teacher Behaviors/Grade level Teacher support

Level 7
- School-wide PBIS & Effective Classroom Management Systems
To Implement Secondary Interventions, High School Staff must understand:

a) Social skill fluency and generalized use should not be assumed
b) Peer social culture must be considered in any implementation effort
c) Not all students enter high school 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
e) Students are not always self-motivated by academic and social success

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

We Must Maximize the Use of Resources to Serve ALL Students

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

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

Targeted Interventions

Expanding Secondary Intervention Options

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

Difference between Secondary & Tertiary Interventions

- Extensiveness of Assessment (Function Based Assessment)
  - Secondary = brief assessment of Function of Behavior
  - Tertiary = formal Functional Behavioral Assessment

- Individualization of Intervention
  - Secondary = Use available programs & behavioral intervention (match w/ function served); often offered in groups
  - Tertiary = full individual Behavior Support Plan

Make it easy and efficient at the secondary level

- Maximize the use of existing programs
  - Identify available programs and function of behavior that each can address
  - Interventions should address academic & social/behavioral (including cultural) supports

- Use available data (office referrals/SWIS data) to identify Function of Behavior

- Begin matching intervention with Function of Behavior in Pre-referral team meetings
Match Available Resources w/ Function of Behavior

- Available Program & Resources
  - Social Skills Class
  - Behavior Education Program
  - Homework Club
  - Library Helper
  - Counselor

- Common Functions of Behavior
  - Adult Attention
  - Peer Attention
  - Escape Aversive Task
  - Escape Aversive Social
  - Specific Skill Deficit
  - Social, Academic, organizational skills

See Handout

Individual Student Intervention

Structures & Team Process

Small Learning Communities

- Focus is on the 3 R’s
  - Rigor, Relevance & Relationships

- 3 Houses
  - Silver, Red & Blue
  - 650-700 students in each house

- Teams within Houses
  - 60 students per team

Small Learning Communities

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

CAT Teams

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

- Administrator
- Campus Monitor
- 2 Case Managers
  - Counselor
  - Special Educator
- Lang Arts teacher (9th & 10th)
- Social Studies teachers (9th & 10th)
- Literacy Specialist
- ESL teacher

- Serve a team of 60 students through meetings every 2-3 weeks

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Yellow Zone Interventions

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

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Red Zone Interventions

Work in Progress

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2007-08

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

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

Attendance concerns

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

Use your Data

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

One Example: High Rate of Tardies

- Identified through data tardies an issue
  - ODRs
  - Staff survey
  - Student Survey
- Developed Individual Student Form to examine function
Consequences are in place to discourage tardy behavior.

The necessary procedures are in place to address tardy behavior by administration.

The necessary procedures are in place to address tardy behavior in the classroom.

My department has established a tardy policy that is clearly defined and communicated to students.

My department has established a tardy policy that is clearly defined and communicated to staff.

Incentives are in place to encourage on-time behavior.

In my class, at which points is a student marked absent instead of tardy
• 10 minutes
• 15 minutes
• Depends on circumstances
• Other-

I enter attendance on-line for both periods of each block.

I am aware of the formal strategy for informing families about tardiness.

Summary of Student Survey Responses
Identifying Reasons for Tardies

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

One Example: High Rate of Tardies

- Identified through data tardies an issue
  - ODRs
  - Staff survey
  - Student Survey

- Developed Individual Student Form to examine function

Targeted students

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

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

Set Reasonable Expectations & Goals

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

What can we do?

- Make school as positive as possible
- Maximize student positive relationships in school
- Maximize student interests/successes