Student Voice Project

In

Positive Behavior Support

at the

Secondary School-wide Level

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www.behaviordoctor.org

Check out the school-wide page in menu box

pbistacenter.ning.com
Student Voice Project

Positive Behavior Supports

Goal: Obtain middle and high school opinions and ideas about universal positive behavior support systems with the goal of increasing vestment on the part of students ideally resulting in more successful outcomes.

We have always invited students to attend our two day initial training and participate in our celebrate the success and other big trainings; however, they typically sat in the group and were a silent partner because they were intimidated by the group of adults. They kept their opinions to themselves.

We decided this year to have a focus of really “getting” student input and so our team decided to do a two day training prior to the initial training with the students only. The school district we were working with wouldn’t let us take the students out of school so the trainings were done after school.

We got so much more out of the training than we ever thought and the principals and staff were so thrilled at what came from this participation. At first they were afraid of too much involvement- but it ended up being a great partnership. I’ve attached a few preliminary samples from our 8 middle schools in Olathe, Kansas who are participating. We asked for two students per school to be student ambassadors.

We used www.surveymonkey.com and had all the students who participated in a contest to see who could get the most friends to visit the survey and answer the questions. We gained valuable information from having students at the school answering some of the same questions we asked the students in the group.
Sample Letter Sent To Parents

Dear Parents,

Your child has been chosen to participate as a student representative for their school in a School-wide Positive Behavior Support Initiative. School-wide Positive Behavior Support is a nationally recognized systems change process which increases the amount of positive responses from adults to students and decreases office discipline referrals. For more information on Positive Behavior Support, please check out the national website www.pbis.org. This movement has been sponsored by the United Stated Department of Education through federal grants for eleven years.

This year our national focus is putting "student and family voice" into the project and your child has been chosen as a pioneer in this quest. We will be adding family voice through some informal and formal meetings next year.

Two of the students from Olathe and a parent representative will be chosen to attend the National Conference on Positive Behavior Support in Chicago, Illinois on October 8-9, 2009. All of the students will be helping educators across the nation to understand the importance of putting student voice into this process.

Students chosen must be able to attend all the pre-training and training sessions: Here is what your child will be doing prior to the team training:

May 8th 4:00-6:00 (food will be provided) West Dennis Support Center- Conference Room

Team building session

- Students will partake in an interview and participate in some team building activities.
- They will be given a task to invite students from their schools to participate in an online survey about student expectations and incentives
- We hope to learn a lot from these interviews about student perceptions of behavior, incentives, and expectations

Overview of PBS

- We will be giving the students a heads up of what the PBIS team will hear in May.
- They will be presenting their ideas during the adult meeting- so this is crucial for them to attend this overview to have a good understanding themselves.
May 20 4:00-8:00 (food will be provided) West Dennis Support Center- Conference Room

Presentation Building

- We will talk about the three main areas of focus for the students
- Expectations (Formerly known as rules)
- Acknowledgement (How do you want adults to tell you "good job")
- Reinforcement (What would float your boat?)
- The students will prepare presentations in small groups for each of these three areas to share with the adults so student voice is really integrated into the entire process

May 28-29 8:00-3:30 Prairie Trail Junior High

All day training with school teams. Part of the day the students will be with their school and part of the day they will be with their student counterparts.

If you have any questions, please do not hesitate to contact:

Laura A. Riffel, Ph.D.  caughtyoubeinggood@gmail.com
Answers to Interview Questions-

Thank you so much for your honest answers on this survey! This will help us make your school the “BEST” place on earth.

Question 1:

Please rate the expectations using this scale:

3= All or most of the students at my school would relate to this
2= This would be okay but not the best
1= I think most of the students at my school would not like this one

- Sample Number A: 3-2-2-3-2-2-2-1-2= total 19
- Sample Number B: 2-3-2-2-3-3-3-3-2= total 23 (winner)
- Sample Number C: 2-2-3-1-2-1-1-3= total 16
- Sample Number D: 3-3-1-1-1-3-2-2-3= total 19
Question 2:

What do you think is the biggest issue at your school?

- Disrespecting teachers (SFT) (talking while teacher is talking all the time)
- Verbal bullying from one student to another (CT)
- Tardies or dressing out for PE
- One person said nothing was an issue at their school
- Racism
- Bullying-verbal
- Drugs
- Fighting
- Students are disrespectful to teachers; which shouldn’t happen since the teachers do so much work.
- Being disrespectful to teachers and other students
- Kids being disrespectful of school property
- Kids not listening to the teachers when they are talking
- Kids not respecting or listening to teachers
- Profanity and bullying
- Kids don’t care about getting into trouble

Question 3:

Once your school determines what their 3-5 behavioral expectations should be, how should they teach the expectations to the school?

4 votes □ short video clips of the students showing examples of these behaviors
1 vote □ short video clips of the staff showing examples of these behaviors
8 votes □ skits put on by the students
3 votes □ skits put on by the staff
0 votes □ described by staff at an assembly
6 votes □ described by student representatives at an assembly
0 votes □ individual teacher descriptions within each class

Other ideas?

Teachers doing something funny- teachers showing us how to act would work.
Students and teachers put on a skit together

Question 4:

How often do you think these expectations should be revisited? (example: thought for the day, weekly tune-ups, monthly reminders, quarterly reminders, etc.)

- Every week - there is always something going on every week something bad happens
- Weekly
- 2-3 times a quarter
- Every two months
- Weekly
- Weekly
- Weekly
- Weekly
- Weekly
- Weekly tune-ups and quarterly assemblies
- Weekly tune-ups and quarterly reminders

Weekly was the clear winner on this one

Question 5:

How would you like to be recognized by staff for exhibiting excellent behavior?

- slips of paper----11
- tickets____11
- punch cards--1111
- other ideas?
- cards with stickers - 1111 (girls who voted for this)
- dog tags-1
- bracelets-1
- have secret students give out gotchas-111

Question 6:

What would mean the world to you? What could an adult give you to let you know you’d done a good job? It needs to be something that doesn’t cost much money.

- something free at lunch
- getting something special like not having to do study hall
- going on fun field trips - not lame ones
- having parties
- have principal do something funny like shave head in different pattern
- go to a park and take a football and stuff
• Lock in
• Go skiing or snowboarding
• It makes me feel really good when teachers compliment me on something I do. Just verbal works for me.
• A lock-in
• Principal for a day
• Something you could actually use or something that is fun
• Gift cards
• Bracelets
• Lock-in
• Swimming party
• More fun time
• No homework
• Pop
• Sit by a friend
• Kids vs. staff game
• Tech day
• Movie
• Positive phone calls home
• Bracelets
• Tie-dye shirts
• Something that is fun, like going outside for a recess
• Gift cards
• Small parties where you can talk to your friends
• Lock-in
• Student vs. staff game
• Principal for the day
• Prize for whole class
• Secret positive phone calls home
• Private swim party
• Picnic
• Worlds of fun trip
• Lock-in
• Homework pass
• Private swim party
• Picnic
• Trip to park
• Field day
• Extra school dance
• Bowling
• Lock-in
• PJ day
• Worlds of fun
• Ice cream party
• Time outside
• Pool party
• Field day
• Lock-in
• Picnic
• Zoo
• bowling

Question 7:

Would you prefer to have a menu of “prizes” or drawings for big “prizes” or a combination?

• We would prefer both so you can have more chances and more options. Having a free homework pass is a big one.
• Change menu quarterly so it doesn’t get boring
• Free homework pass- please
• Change quarterly menu so it doesn’t get boring
• Free homework pass
• Principal for a day
• Combination of both
• Menu change quarterly
• Put more choices on the menu
• Change the menu often
• Combination of menu and drawing
• Change menu every quarter for variety
• A combination of both menu and drawing
• Combo- then people would feel like they accomplished something
  • 5 gotchas equal silly prize
  • 10 gotchas equal sunglasses
  • 20 gotchas equal basketball
  • 100 gotchas equal pool party
• Combination of menu and drawing
  • 5 gotchas equal homework pass
  • 25 gotchas equal staff vs. students game
  • 100 gotchas equal principal for the day
• Do positive phone calls home
(Answers from 8 middle schools, 1 high school, and 1 alternative school)

From the online survey these are the things the students came up with:

<table>
<thead>
<tr>
<th>Rewards</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>homework free night</td>
<td>100</td>
</tr>
<tr>
<td>getting to duct tape the principal to the wall</td>
<td>71</td>
</tr>
<tr>
<td>designing theme for school dance, ice cream social, game night</td>
<td>57</td>
</tr>
<tr>
<td>opportunity to eat lunch outdoors at a special table</td>
<td>57</td>
</tr>
<tr>
<td>opportunity to take care of lab animals in Science class</td>
<td>57</td>
</tr>
<tr>
<td>sitting in the teacher's chair for a class period</td>
<td>57</td>
</tr>
<tr>
<td>all school party on the weekend with different venues</td>
<td>43</td>
</tr>
<tr>
<td>chance to go to grade school and teach students about a topic of interest</td>
<td>43</td>
</tr>
<tr>
<td>free entrance to a school dance</td>
<td>43</td>
</tr>
<tr>
<td>getting a postcard in the mail telling parents what teachers admire @ student</td>
<td>43</td>
</tr>
<tr>
<td>getting to buzz cut a design in an adult's hair (with preapproval)</td>
<td>43</td>
</tr>
<tr>
<td>graffiti wall- piece of sheetrock painted white with markers of various colors</td>
<td>43</td>
</tr>
<tr>
<td>principal grills hot dogs for students who have 0 tardies</td>
<td>43</td>
</tr>
<tr>
<td>special visitor pass to another class</td>
<td>43</td>
</tr>
<tr>
<td>student plans spirit week activity for one of the days (hat day, sunglasses etc.)</td>
<td>43</td>
</tr>
<tr>
<td>adult volunteers to write a job recommendation for the student</td>
<td>29</td>
</tr>
<tr>
<td>approved food fight with bread rolls</td>
<td>29</td>
</tr>
<tr>
<td>choosing what assignment the class does for homework</td>
<td>29</td>
</tr>
<tr>
<td>earning the chance to scoreboard assist at a game</td>
<td>29</td>
</tr>
<tr>
<td>free entrance to a school game</td>
<td>29</td>
</tr>
<tr>
<td>getting to cut the principal's tie off</td>
<td>29</td>
</tr>
<tr>
<td>let student make a bulletin board in the front hall highlighting event of choice</td>
<td>29</td>
</tr>
<tr>
<td>make the morning announcements</td>
<td>29</td>
</tr>
<tr>
<td>make your own tie-dye t-shirt</td>
<td>29</td>
</tr>
<tr>
<td>office aid for a period</td>
<td>29</td>
</tr>
<tr>
<td>opportunity to be a part of an adult brainstorming team at school</td>
<td>29</td>
</tr>
<tr>
<td>privilege of seeing embarrassing photo of an adult that no one else sees</td>
<td>29</td>
</tr>
<tr>
<td>reserved seating at a school play for student and five friends</td>
<td>29</td>
</tr>
<tr>
<td>special seating at lunch table with friends</td>
<td>29</td>
</tr>
<tr>
<td>student gets to pick which problem the teacher will make a &quot;freebie&quot; on homework</td>
<td>29</td>
</tr>
<tr>
<td>add more dances to the school year</td>
<td>14</td>
</tr>
<tr>
<td>dress as school mascot during a game</td>
<td>14</td>
</tr>
<tr>
<td>earning the chance to do stagecraft for any school performance- lights, stage etc.</td>
<td>14</td>
</tr>
<tr>
<td>fun outdoor game like soccer</td>
<td>14</td>
</tr>
<tr>
<td>getting to video tape a move about school's expectations</td>
<td>14</td>
</tr>
<tr>
<td>gift cards</td>
<td>14</td>
</tr>
<tr>
<td>hall pass to leave class 5 minutes early and go by the coldest water fountain</td>
<td>14</td>
</tr>
<tr>
<td>lock-in with other gotcha students</td>
<td>14</td>
</tr>
</tbody>
</table>
opportunity to eat lunch with a parent or grandparent at special table
opportunity to introduce the players over the PA during a home game
opportunity to shadow business owner for a day- credit for writing @ experience
opportunity to shadow the principal for an hour or the day
opposite team dress-up
serve as a student ambassador if visitors come to the school
sit in score box at football game
teacher aid for special needs classroom

Website: ED clauses high school
Survey want free time - Junior + Senior 2nd yr focus
1 hr lunch
30 mins eat
up ABC- choose one activity for 30 mins
- Deniers can go home whole hour
- Computer
- Socialization
- go to lunch school a read
up DC- it have spend whole week in class
with teacher faculty

Book:
- what it takes

Best practice: Right to Success

Star Parent Open forum
right
Kolts Community center
2 people come to school
- help - $500 check come
use for anything (ie food)

Red: Read
What the students told us were problems at their school:

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Percentage of students who say it's a problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate Language</td>
<td>78%</td>
</tr>
<tr>
<td>Cheating</td>
<td>72%</td>
</tr>
<tr>
<td>Disrespect to Peers</td>
<td>72%</td>
</tr>
<tr>
<td>Tardy</td>
<td>72%</td>
</tr>
<tr>
<td>Bullying</td>
<td>71%</td>
</tr>
<tr>
<td>Disrespect to Adults</td>
<td>70%</td>
</tr>
<tr>
<td>Disruptions in the Classroom</td>
<td>70%</td>
</tr>
<tr>
<td>Abusive Language</td>
<td>69%</td>
</tr>
<tr>
<td>Dress Code Violations</td>
<td>65%</td>
</tr>
<tr>
<td>Fighting</td>
<td>53%</td>
</tr>
<tr>
<td>Inappropriate Gestures</td>
<td>51%</td>
</tr>
<tr>
<td>Skipping Classes</td>
<td>47%</td>
</tr>
<tr>
<td>Non-compliance</td>
<td>44%</td>
</tr>
<tr>
<td>Vandalism</td>
<td>35%</td>
</tr>
<tr>
<td>Drugs and Truancy</td>
<td>28%</td>
</tr>
</tbody>
</table>

This isn't how the adults saw it- which was interesting and useful information.