

Somersworth HS & CTC

4th Annual APEX II Summer Institute

August 18-19th, 2009

Sharon Lampros, Principal

Devin McNelly, Educator

Kathy Francoeur, Crisis Intervention Coordinator

Elizabeth Cocco, Educator

Somersworth High School & Career Technical Center

JoAnne Malloy, MSW

Maria Agorastou, MSW

Institute on Disability, UNH

Today's Goals

- Describe how the 3 tiers of PBIS have been implemented at SHS & CTC
 - Development & Guidelines for teams
 - Data Development & Analysis
 - Implementation of Interventions with a focus on targeted and tertiary levels
 - Outcomes
 - Lessons learned
 - Next steps for us

PBIS-NH and APEX

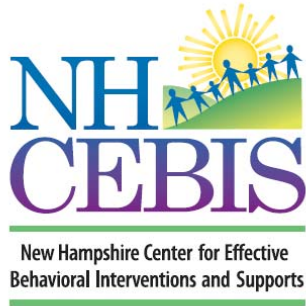
- **Summer 2002**
 - The Bureau of Special Education Services at the NH Department of Education awards a contract to create the New Hampshire Center for Effective Behavioral Interventions and Supports (NH CEBIS) with the express purpose of implementing positive behavioral support in K-12 schools
 - The Bureau of Special Education Services (BSES) at the NH DOE is awarded APEX dropout prevention grant (funded by the US Department of Education, Office of Elementary and Secondary Education) to address dropout prevention in 2 NH High Schools.
- **October 2005**
 - Second dropout prevention grant (APEX II) awarded to the NH DOE, BSES, to replicate model in 10 NH High Schools with high dropout rates

APEX II GOALS

1. Implement School-wide Positive Behavioral Interventions and Supports (SW-PBIS) in participating high schools,
2. Provide leadership in the school-wide systems change process and support the dedication of staff time to participate in project activities,
3. Develop a systematic transition process for the transition from the 8th to 9th grade for at-risk students,
4. Develop individualized school-to-career services for the most at-risk students using the RENEW model (Malloy & Cormier, 2004), and,
5. Develop and implement a high school student leadership initiative to focus on school climate issues.

APEX II Model

- To address school-based systems/climate issues:
 - Positive Behavioral Interventions and Supports (PBIS) (Bohanon, et. al., 2004; Sugai & Horner, 1999)
 - Student Leadership Development
- To address issues for students most at-risk:
 - Rehabilitation for Empowerment, Natural supports, Education and Work (RENEW) (Eber, Nelson & Miles, 1997; Cheney, Malloy & Hagner, 1998; Bullis & Cheney, 1999)
 - 8th to 9th grade transition system and practices



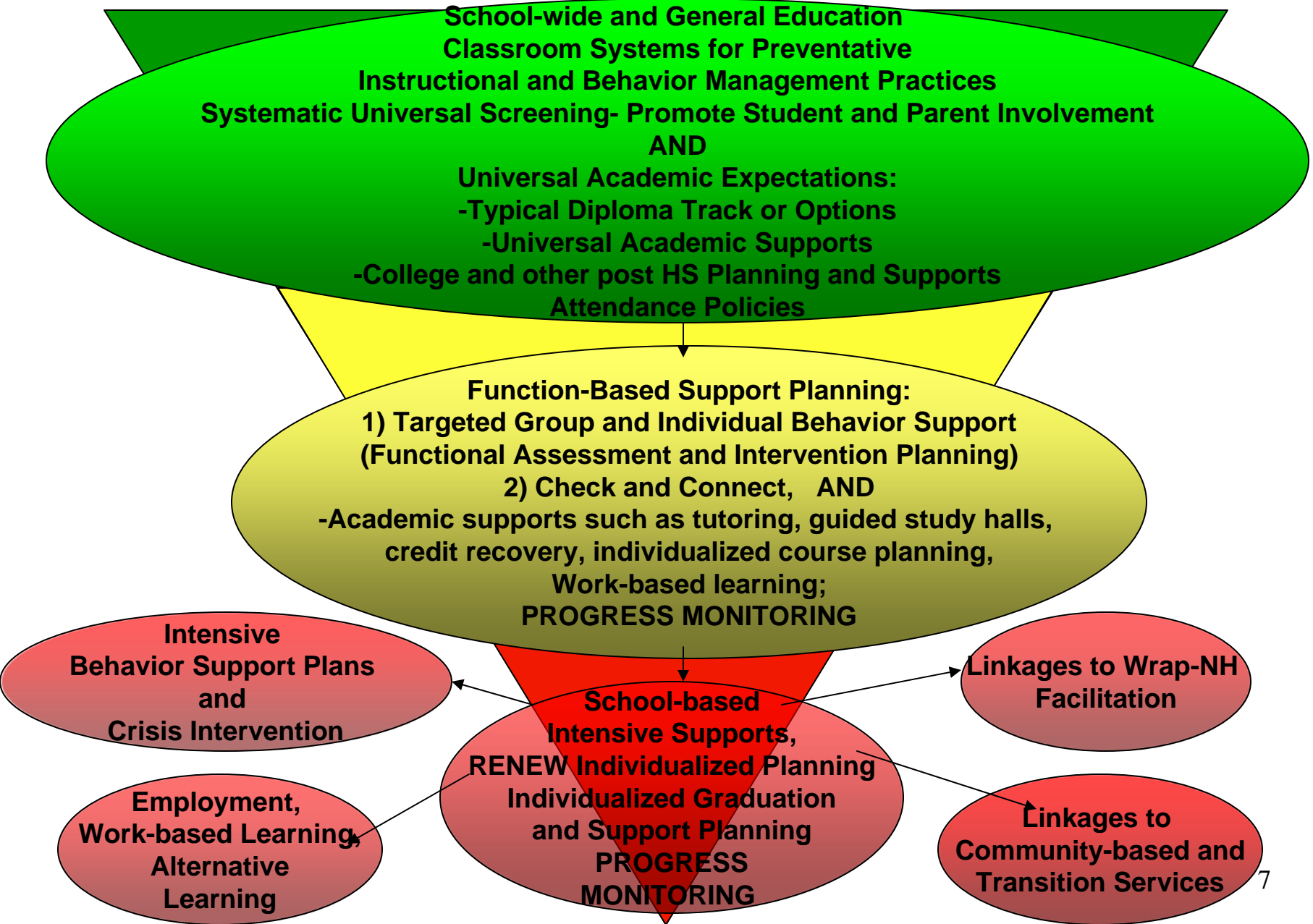
Positive Behavioral Interventions and Supports Defined

Muscott & Mann (2006)

PBIS is a comprehensive 3-tiered evidence-based systems approach to schoolwide discipline that can efficiently and effectively improve social, behavioral, and academic outcomes through the use positive, preventative, and function-based behavior support practices within the context of collaborative teaming and data-based decision-making.

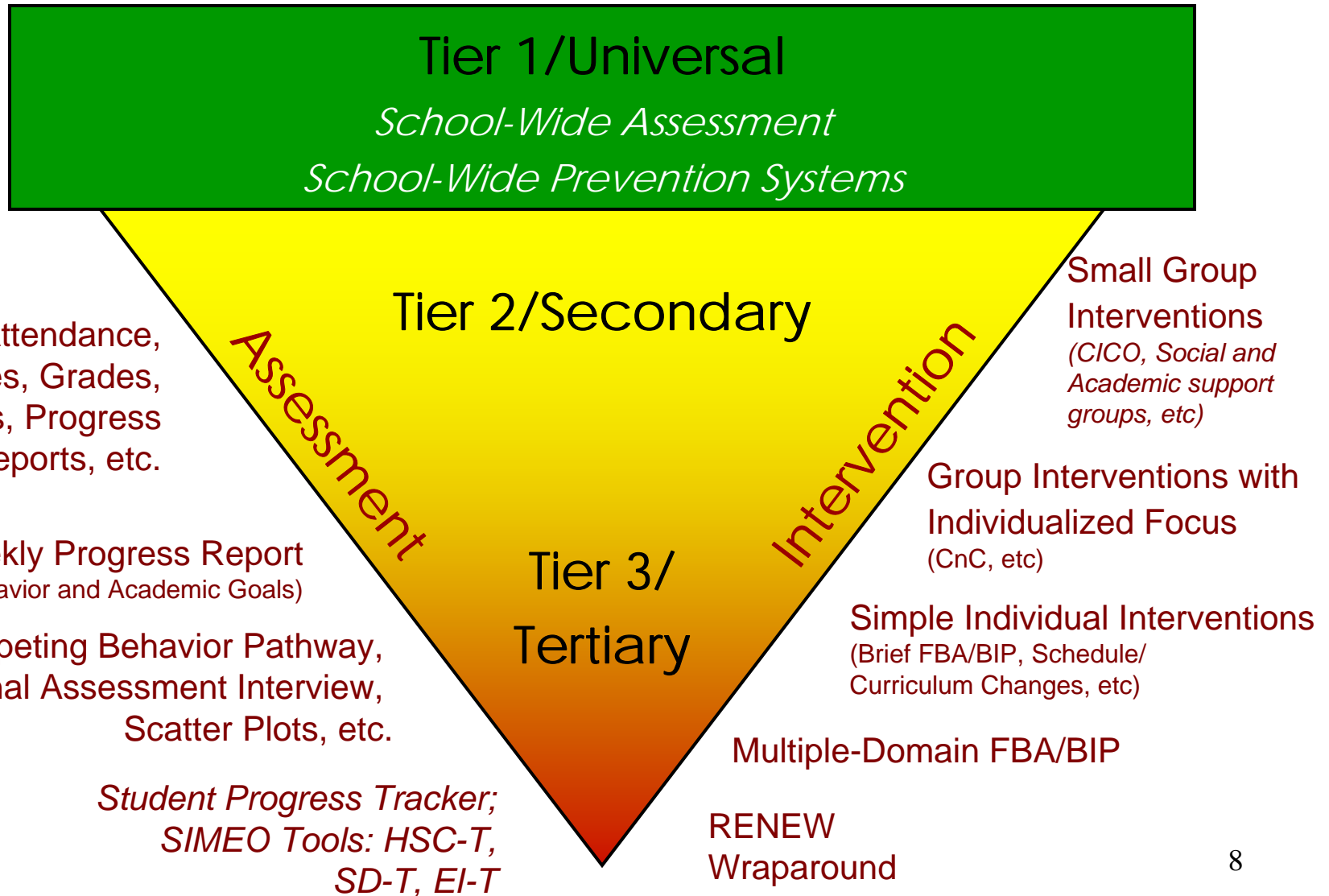
APEX II Model Continuum of Supports

Malloy, Agorastou, & Drake, 2009 (Adapted from Muscott & Mann, 2007)



The APEX II High School Model: Positive Behavior Interventions & Supports & RENEW

Malloy, Agorastou & Drake, 2009 Adapted from Illinois PBIS Network, Revised Sept., 2008 & T. Scott, 2004



Level 1 – Universal

- Universal Strategies
 - Designed to address the **whole population**
 - Reaching the approximately **80-90%** of students who do not have serious behavior problems or mental health needs
 - Purpose:
 - **maximize achievement,**
 - **deter problem behavior,** and
 - **increase positive peer and adult interactions**

Level 2 – Targeted Team

- Secondary prevention
 - Aimed at the roughly 5-10% of students considered **at risk** for developing behavioral disorders or mental illness
 - 2 to 5 referrals in a school year
 - These students enter school with **significant risk factors** and are usually **unresponsive** to universal prevention strategies alone.
 - Individual or small group interventions

LEVEL 3 – Intensive Interventions

- Tertiary prevention,
 - targets the 1-5% who display symptoms or behaviors related to EBD or mental illness
 - 6+ referrals per school year
 - goal to reduce the frequency, intensity and complexity of students' behavior patterns and
 - provide them with suitable, efficient and effective replacement behaviors that will compete with their more maladaptive ones.
- Tertiary interventions are implemented for students with significant needs and are adapted to meet individual needs.

Student Leadership Model

- Student-led data collection and analysis activity
- Empowering student voices and
- Advocating participation the school's Universal Teams participate in the assessment and improvement of school climate, safety, and learning.

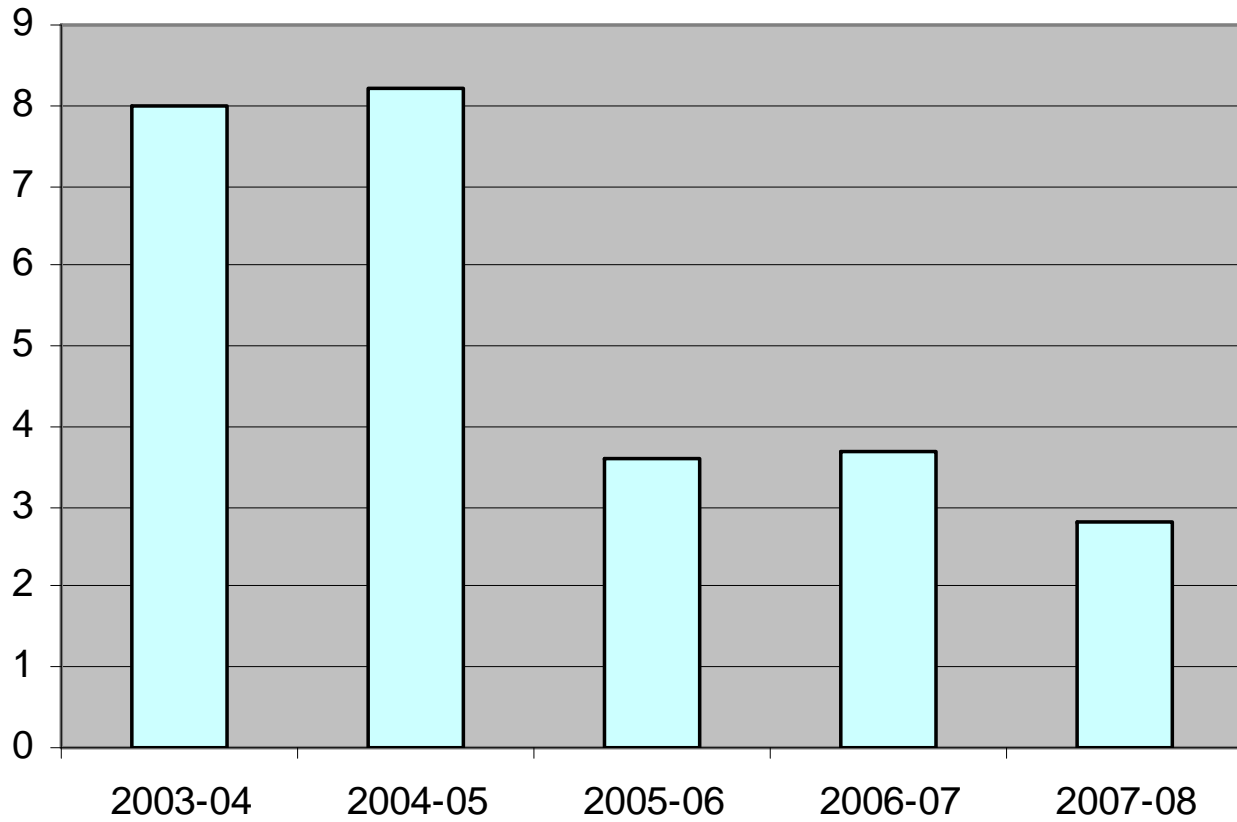
Data Driven Decision Making

- ❖ Problem Behavior Incident Reports Office Discipline Referrals (SWIS) -- documents types, location, time and motivation of referral behaviors
- ❖ In and Out of School Suspensions
- ❖ Surveys on Bullying, Harassment, and School Safety,
- ❖ Tardys and Absenteeism,
- ❖ Staff Surveys,
- ❖ Climate Surveys
- ❖ OTHER

Outcome Data

- We use outcome data to measure how we did “after the fact”
 - SWIS DATA
 - DROPOUT RATES- Graduation Rates
 - COLLEGE ENTRANCE RATES
 - GRADES- REPORT CARDS
 - CREDITS EARNED
 - TEST SCORES

Somersworth HS Annual Dropout Rates



Somersworth Implementation

- Staff wanted to improve behavior in school
- Staff recognized that inconsistency played a role in the behavior issues
- Staff wanted to improve academic success.
- Staff wanted to improve attendance
- Staff wanted to address the drop-out rate

Universal Team: Beginning Stages of Implementation

- Representative team
- Ground rules and Member Roles
- Team process
 - Team checklists
 - Data present at all meetings
 - Communication with Staff and Community
 - Action Plan / Decision Log



Essential Components of PBIS for SHS & CTC

- Staff & Administration Buy-In
- Clearly Defined Expectations for Behavior
 - Put in student handbook, & school web page
 - Post throughout the school
- Clearly defined office referral behaviors, including consequences when feasible
 - Put in student handbook
 - Required all to review on the first day of school

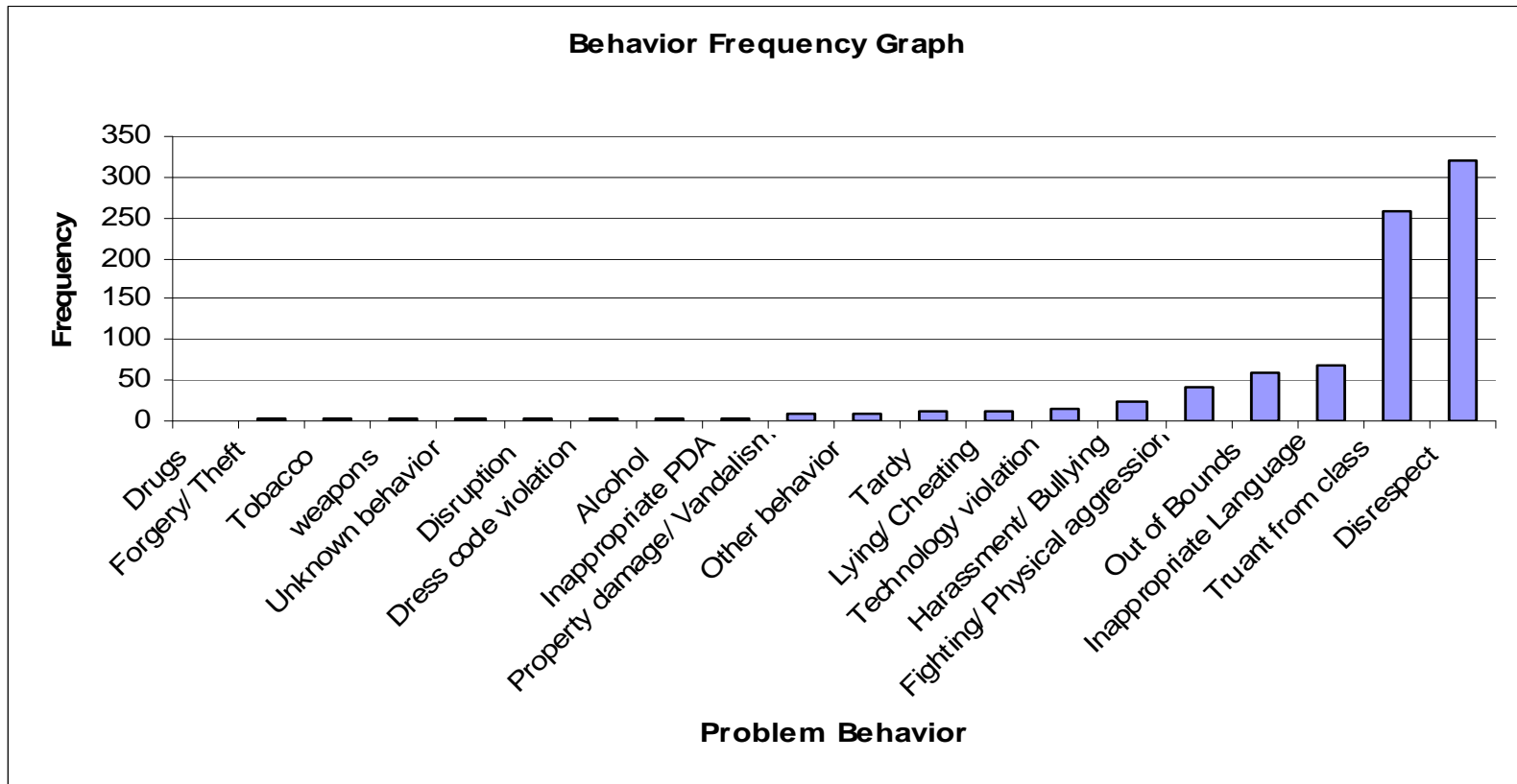
Essential Components of PBIS for SHS & CTC

- **CONSISTENCY**
 - Expectations
 - Teachers
 - Administration
 - Students
 - Consequences (Appropriate too)
 - Teachers
 - Administration
 - Students

Essential Components of PBIS for SHS & CTC

- Belief that behaviors can and have to be taught, even in high school
- Data Based Decision Making
- Teacher or student designed lessons called Roll-outs
 - Taught to Teachers
 - Teachers teach to ALL students
 - Growth Goal identified
 - Positive Affirmation of Success(short term)

The Data- Fall of 2007



Universal Level: SHS & CTC

- 2004-2005
 - 429 office discipline referrals for major problem behavior
 - .75 per student on average
- 2005-2006
 - 6% received 6 or more referrals
- 2007-2008
 - students who received 6 or more referrals **increased to 11%**
 - **increase expected as behavior issues were always documented rather than relayed by 'word of mouth'**
- Top problem behaviors were
 - Disrespect/defiance,
 - Disruption,
 - Inappropriate language, and
 - Skipping class

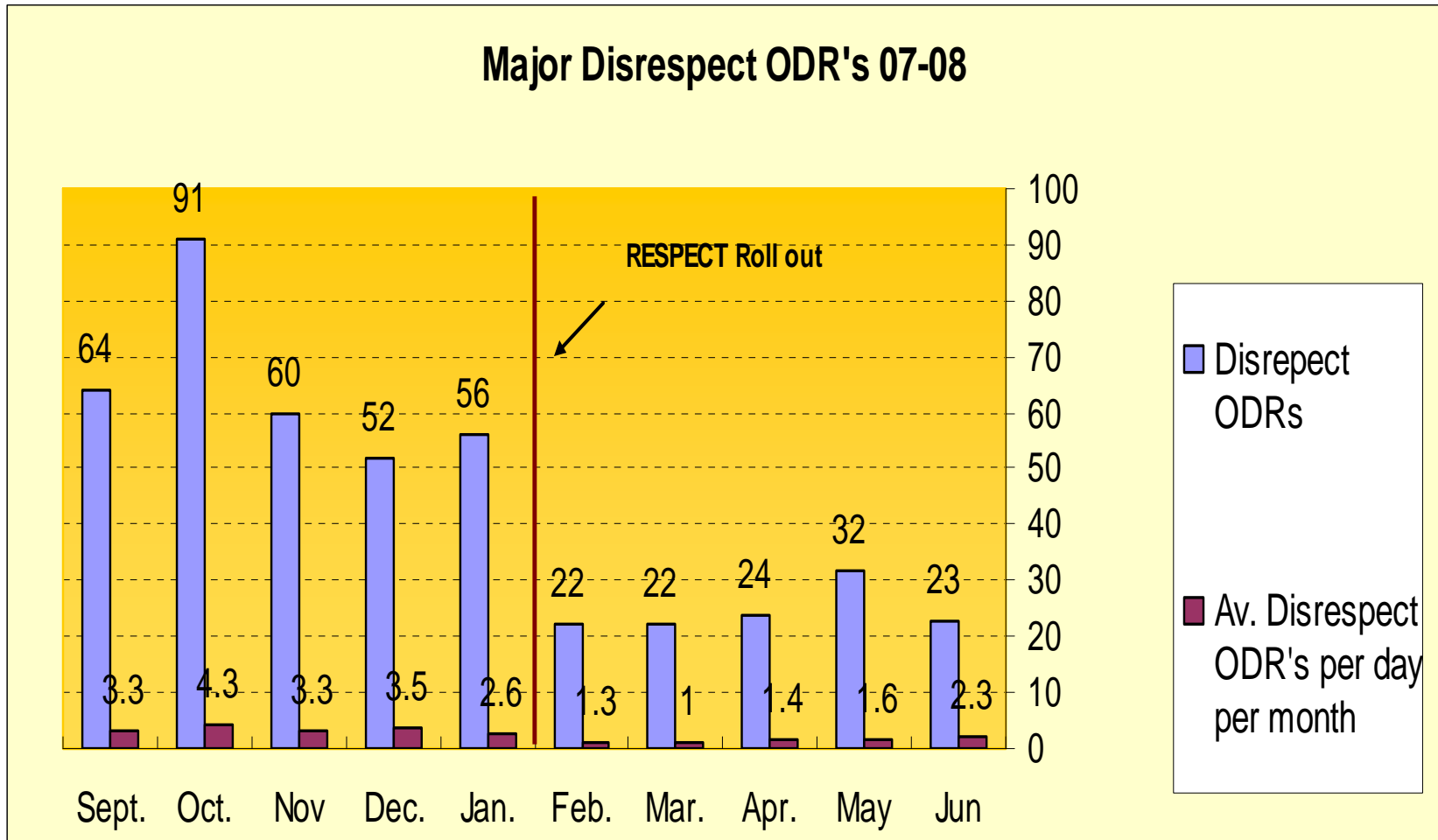
Roll Out on Disrespect

February 2008

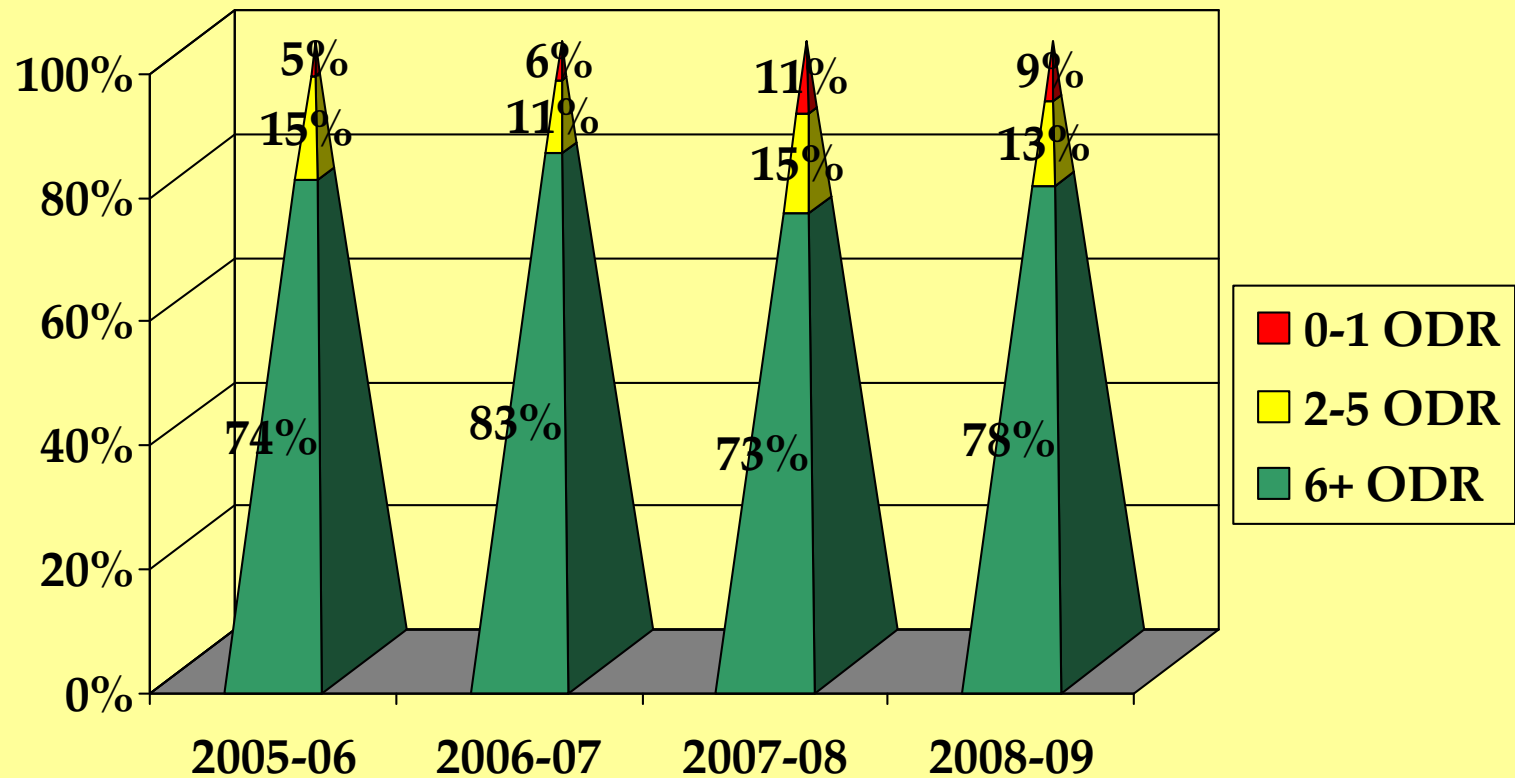
- **1. Identify the targeted behavior**
 - **Be Respectful in the Classroom**
- **2. Identified growth/performance goal**
 - **Reduce respect referrals by 25%**
- **3. Share with the classroom why the behavior buy-in is important**

“We need to recognize that everybody, including you, has worth and brings value to the classroom.” Nick Guadagnoli
- **4. Identify and teach learning strategy (Skits)**
 - To teachers
 - Teacher to students
- **5. Implement Recognition and Reward Program**
 - Praise
 - Gotch ya Raffle

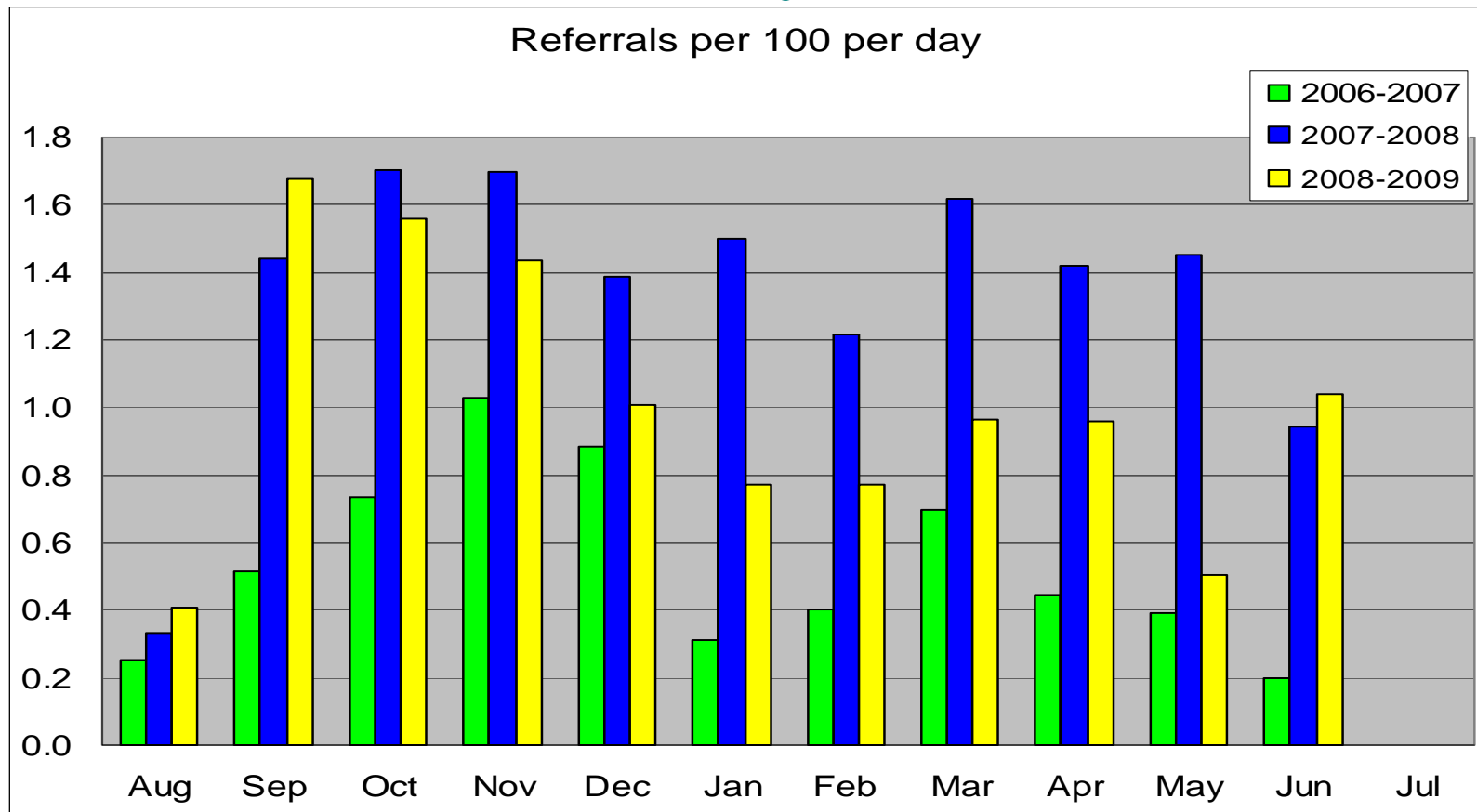
Did it make a difference?



Discipline Data 2005-09



School-wide: Major Office Discipline Referral per day per 100 students last 3 years



ODR's 2008-2009

Decreases

- Major Referrals are down by 397
 - 25% Reduction over last year
- Major Referrals occurring in the classroom are down by 152
 - 19.6% Reduction over last year
- Major Referrals for **disrespect** are down by 190
 - 40% Reduction over last year
- Major Referrals for **fighting** are down by 26
 - 34.6% Reduction over last year
- Major Referrals for **being out of bounds** are down by 97
 - 48.2% Reduction over last year (SRO impact)
- Major Referrals for **skip/truancy** are down by 46
 - 9.2% Reduction over last year (better tracking)

ODR's 2008-2009 Increases

- Major referrals for **abusive language** are up by 7
 - 4.9% increase over last year
- Major referrals for **harassment** are up by 9
 - 21.4% increase over last year
- **Need for reflection for causes**
 - Greater focus on respectful behavior
 - **GREATER AWARENESS / EDUCATION**

Analysis

The Universal Team determined that:

- Office discipline referrals had increased from 2005-06 to 2006-07 and 07-08 because discipline problems that were previously ignored were being reported and recorded!
- The Universal Team learned about the importance of teaching, reinforcing, and follow-up.
- Teachers and students report a much more orderly and organized environment.
- Universal Team struggles with following through with rewards/reinforcement.

Be Aware Of

- Spikes near
 - Holidays..esp. Winter Break
 - Beginning of school..
 - Change of administration
 - Freshmen
 - Weather..snow days
 - End of course failures
 - Quarter
 - Semester, Year end

2008-2009 Changes

- Freshmen Orientations for students & parents
- PBIS 'training' for freshmen parents at Orientation
- Presentation of goals and data at Open Houses and Parent Conferences
- Promoted exhibitions for clubs and departments at spring Parent Teacher Conference

Secondary Level Prevention: Evolution of Targeted Team

- Identified a team that already focused on at-risk students (Student Intervention Team)
- Consensus to re-structure the team (membership and procedures)- Winter 2006
- Training: received formal training and weekly technical support
- Began using SWIS data to ID students
- Began using Functional Behavioral Assessment

Team mission and Objectives

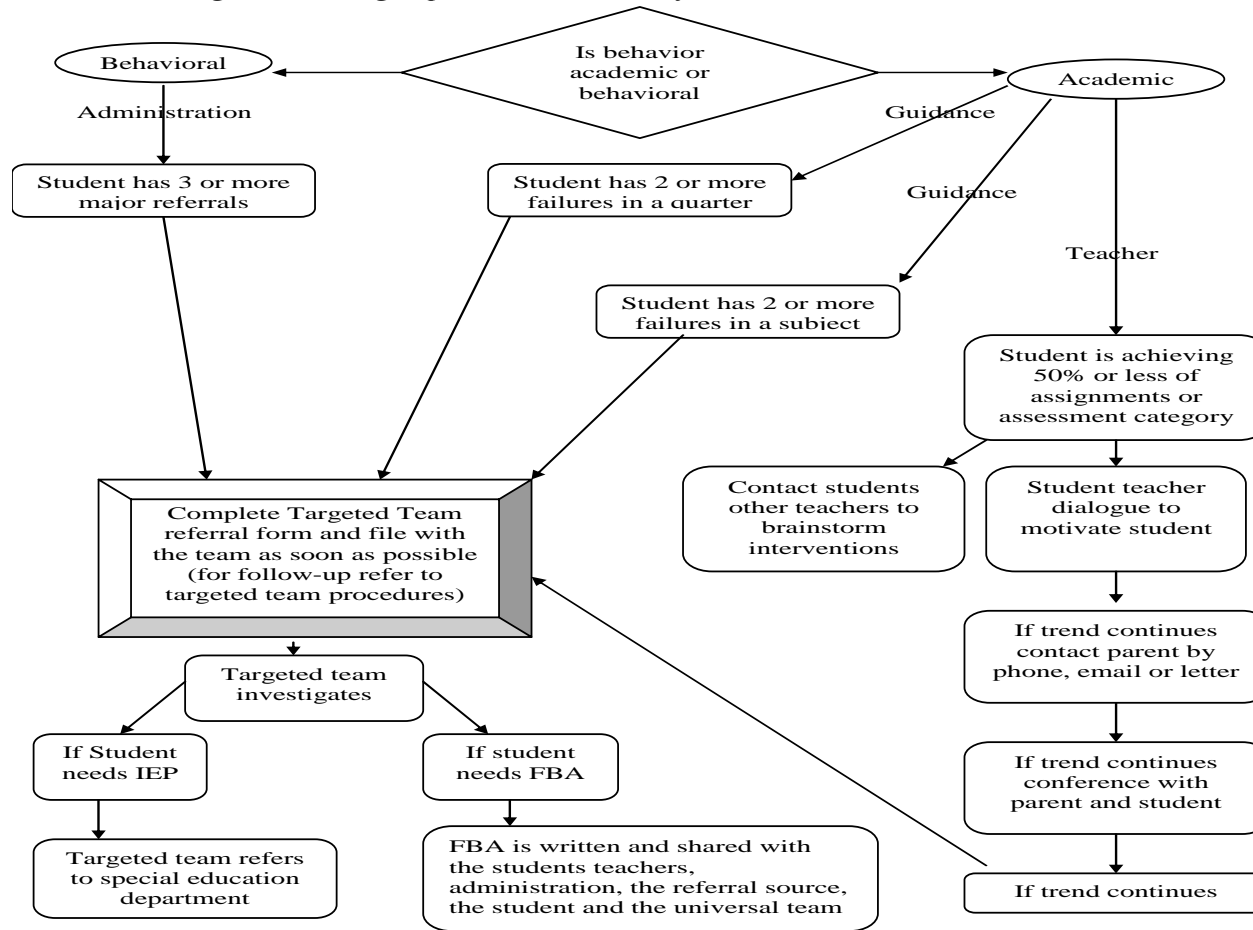
- *The mission of the Targeted Team is to increase the likelihood of positive behavior and academic achievement of students.*
 - The objectives include:
- To work with students at risk for development of chronic behavioral concerns.
- To identify reliable predictors of students behavior.
- To determine likely function of behavior and recommend function based behavior support plans.
- To assist and support teachers, students, and parents in achieving efficient and effective interventions.

Behavioral Flowchart

Targeted Team

High School & Career Technical Center Procedures for Target student Intervention

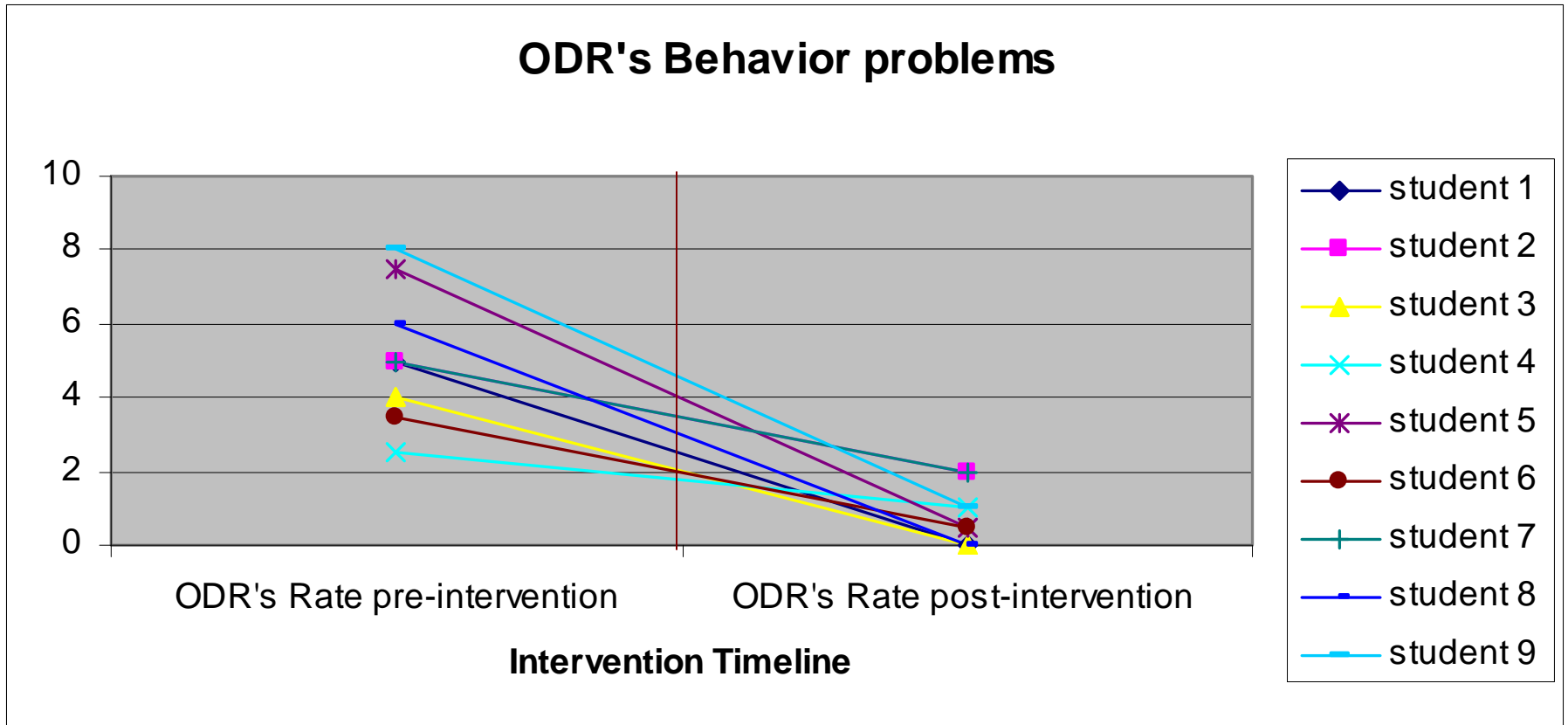
Students can be referred to the targeted team by staff, parents, guidance administration or any person who has a concern for a student at Somersworth high school. This chart is a guideline of procedures for referring a student or group of students who may need an academic, behavior or social intervention.



Interventions used

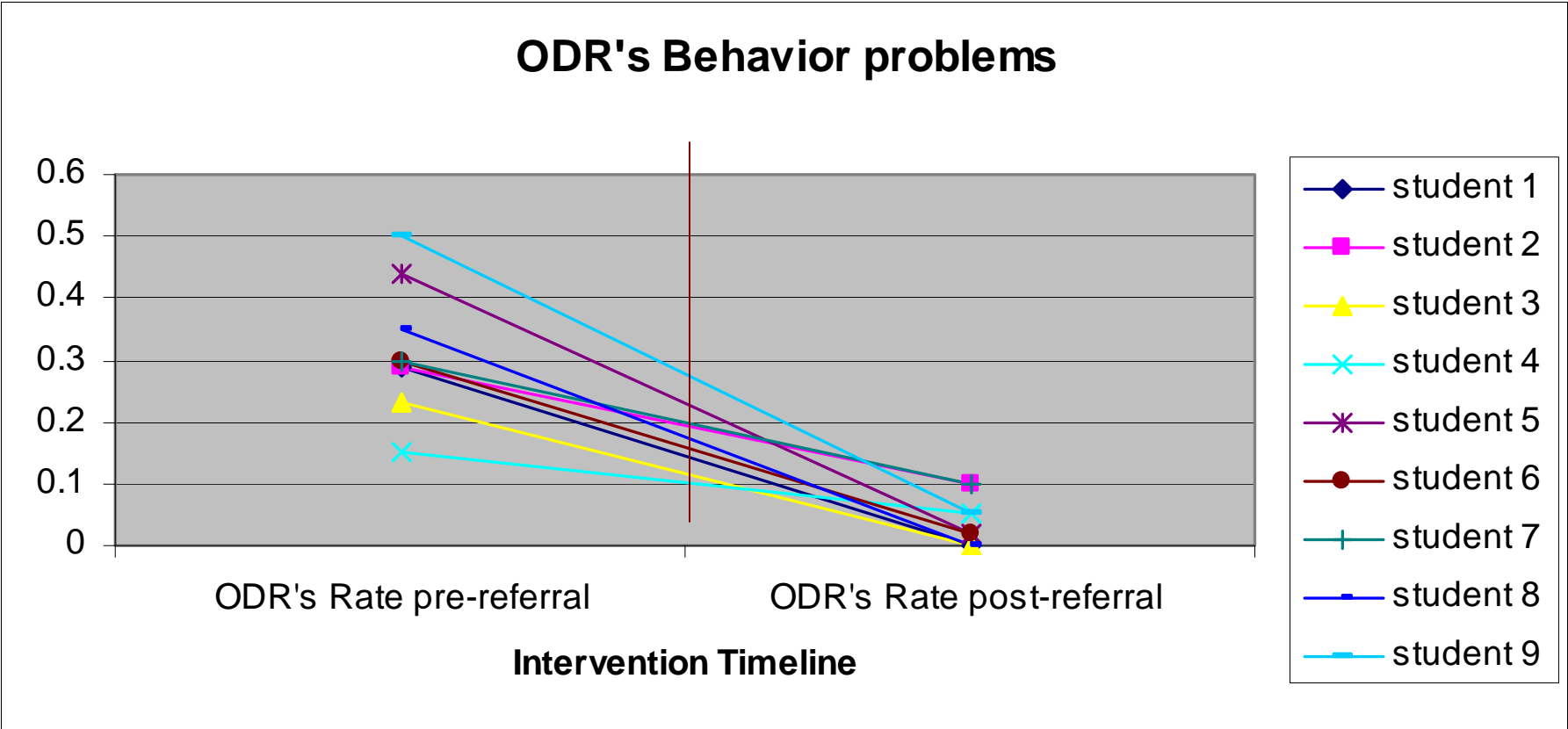
- Check In Check Out
- Mentoring
- Credit recovery
- Social skills
- Homework lab
- Home setting involvement
- Counseling
- Pass system
- RENEW
- Student Leadership Referral.

Rate per month of Office Discipline referrals



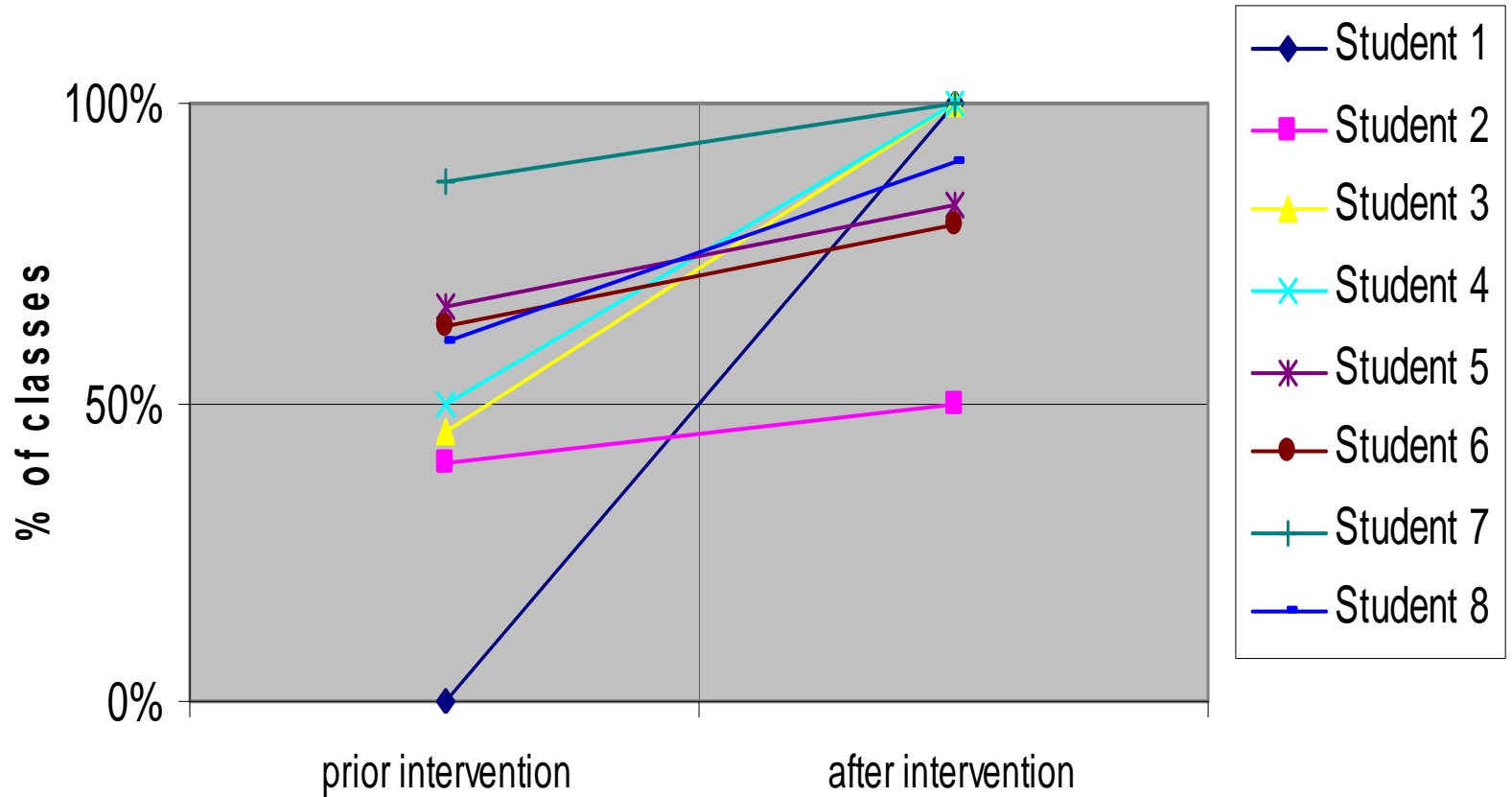
time line is two months before and after intervention

Rate per day per month of ODR's two months before and after intervention



time line is two months before and after intervention

% of Classes passed Pre and Post Targeted Intervention



Tier 3: RENEW

Rehabilitation, Empowerment, Natural supports, Education and Work (RENEW), an intensive individualized school-to-career service for the most at risk students

- APEX II grant provides facilitator and training for mentors
- SHS & CTC has 15 trained mentors
- Goal is to develop individualized, student-directed school-to-career plan for high risk students

RENEW Process in a Nutshell

1. Student Identified
2. RENEW school facilitator Identified
3. Initial conversation between facilitator and the student
4. Future's Plan (aka Person Centered Plan)
5. Formation of a team according to the plan
6. Routine check-ins to determine success of the plan
7. New plans/teams formed as new goals are developed

RENEW Strategies

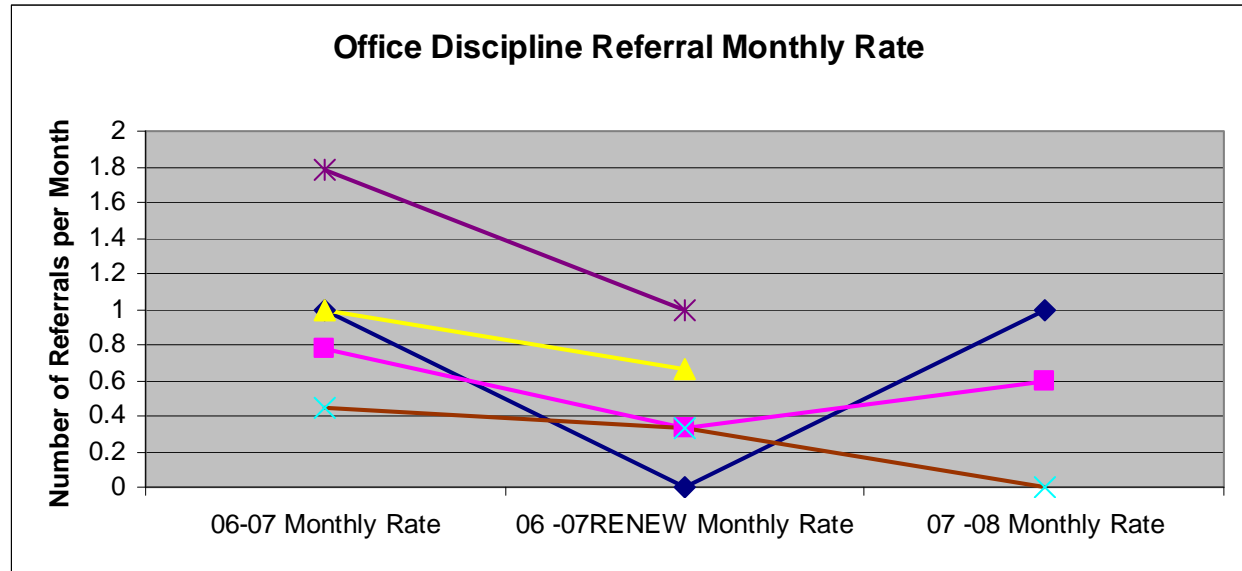
1. Person Centered Planning
2. Individualized Team Development and Wraparound services
3. Braided Funding (Individualized Resource Development)
4. Flexible Education Programming
5. Individualized School-to-Career planning
6. Naturally supported employment
7. Mentoring
8. Sustainable Community Connections

RENEW Goals

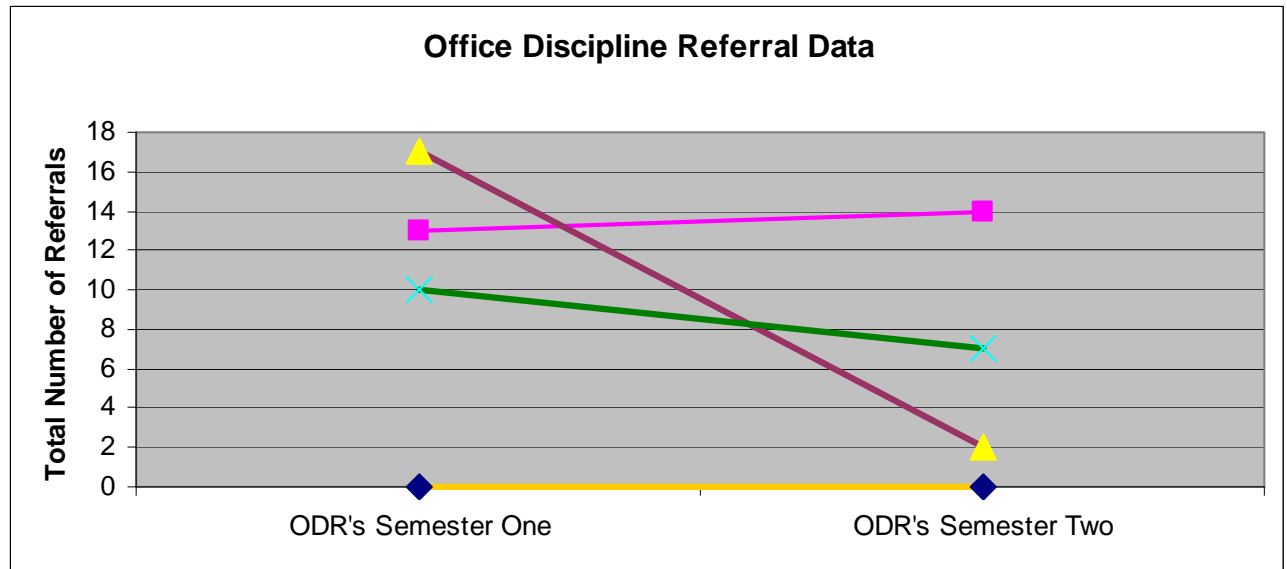
- High School Completion
- Employment
- Post-secondary Education
- Community Inclusion- Linkages with community resources and supportive relationships

Office Discipline Referral Data:

Cohort 1

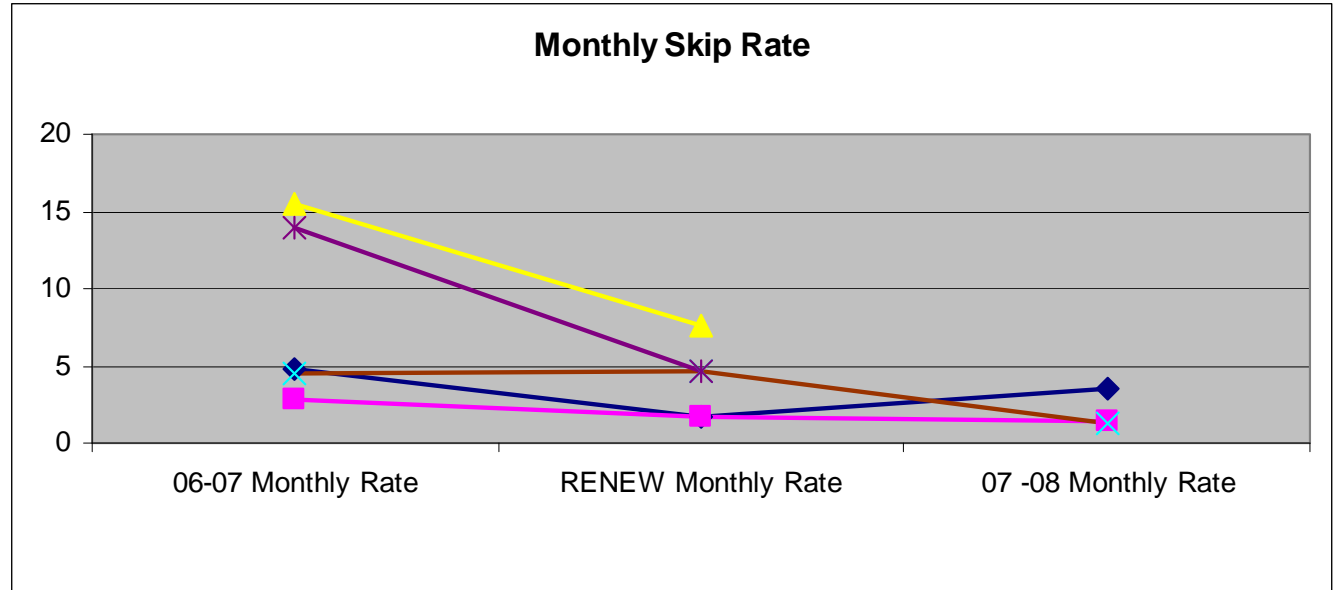


Cohort 2

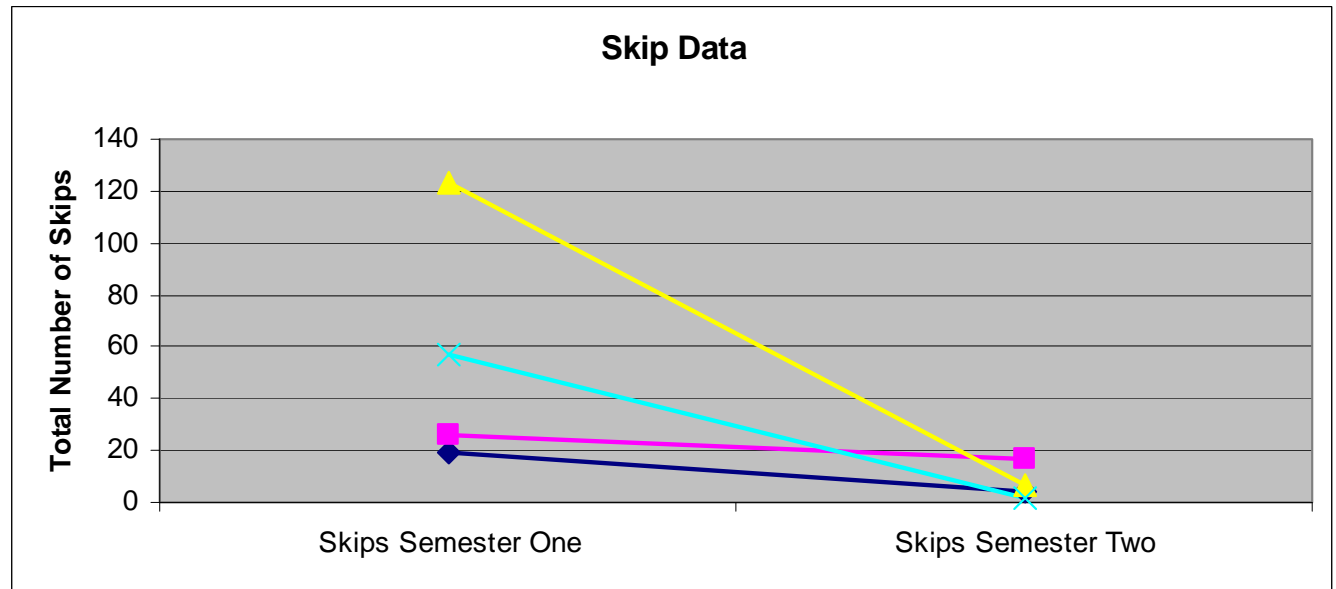


Skipping Data:

Cohort 1

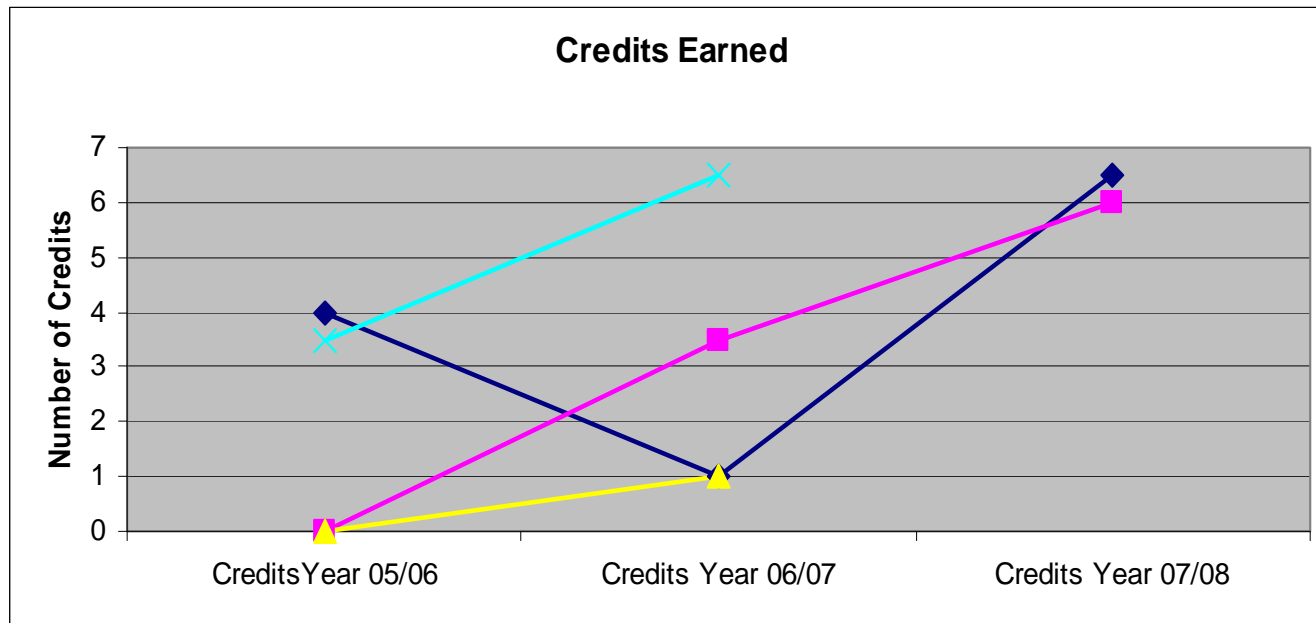


Cohort 2

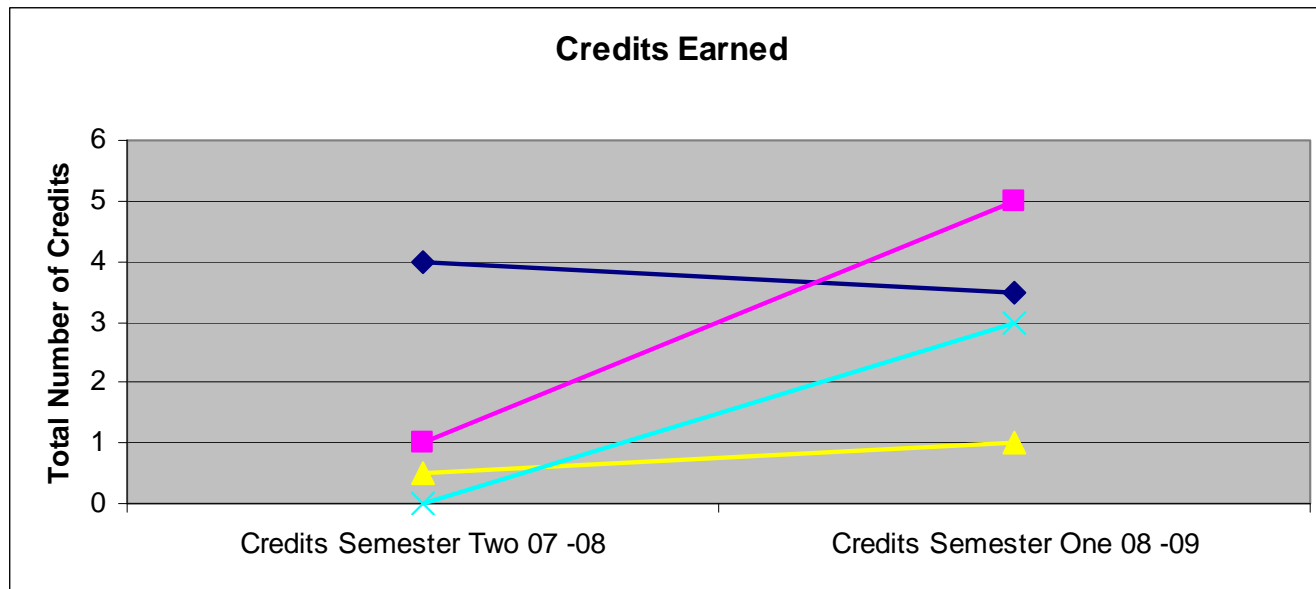


Credit Data:

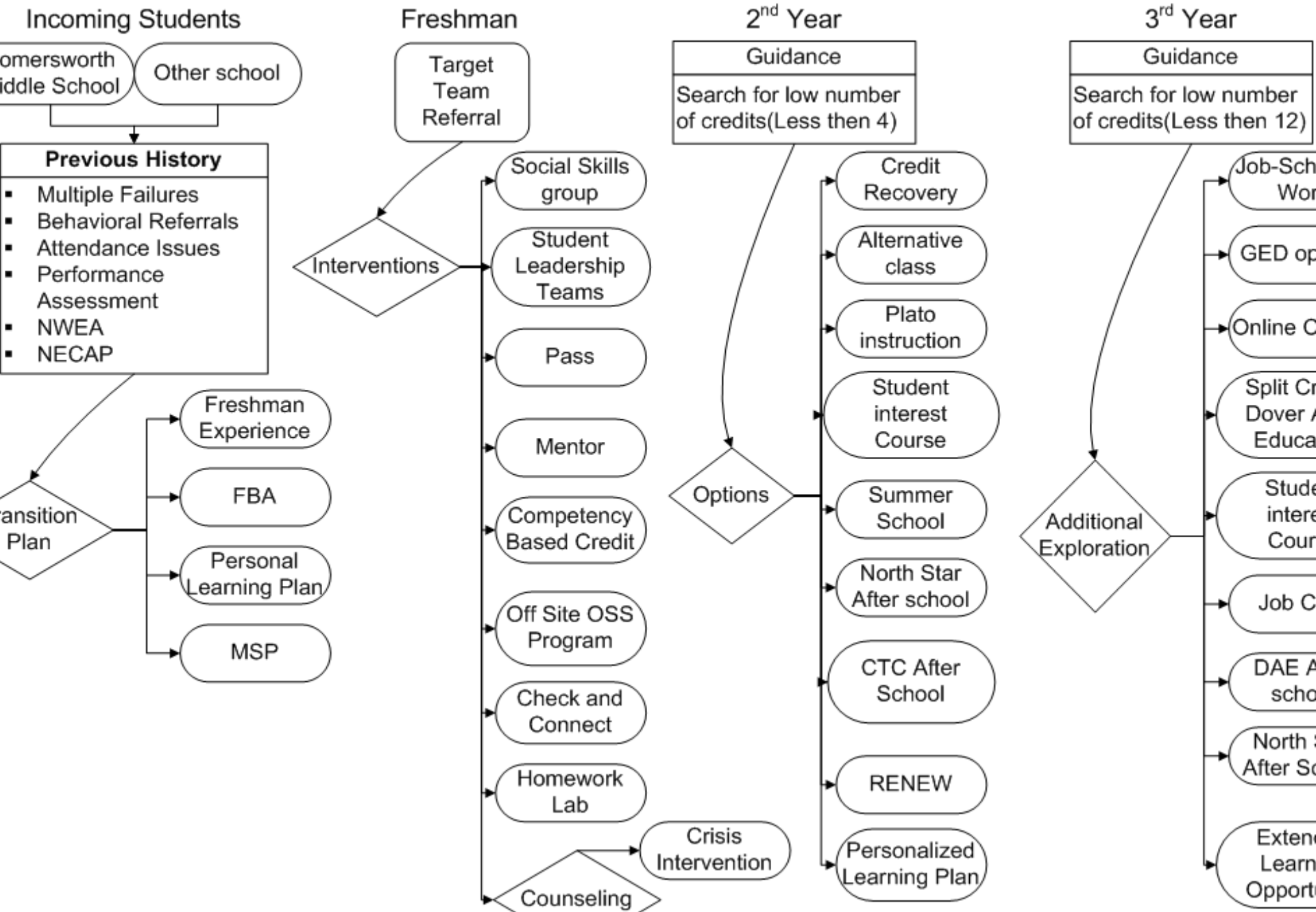
Cohort 1



Cohort 2



Transition Flow Chart for Academic and Behavioral Interventions



Recent Additions

- After School Programs – CTC & DALC
- Connections to Great Bay Community College
- Off-site OSS program
- Collaboration with SRO, Truancy Officer and JPPO
- Competency Based Credit Guidelines
- Virtual Learning Academy courses
- Diversity Day & Film

Transitions Notes

- Need to develop systemic process for
 - Monitor students who start failing early in their high school career
 - Develop a system for consistently moving through the flow chart – who gets what services when? Year 1 interventions should be exhausted before the student has access to Year 2 interventions.

Student Leadership Mission

- We, the Chain Reaction Club, will strive to better the school environment by encouraging the school's expectations by being safe, respectful, responsible and cooperative in order to reach our goal of improving the students' outlook on school

CRC –Chain Reaction Club

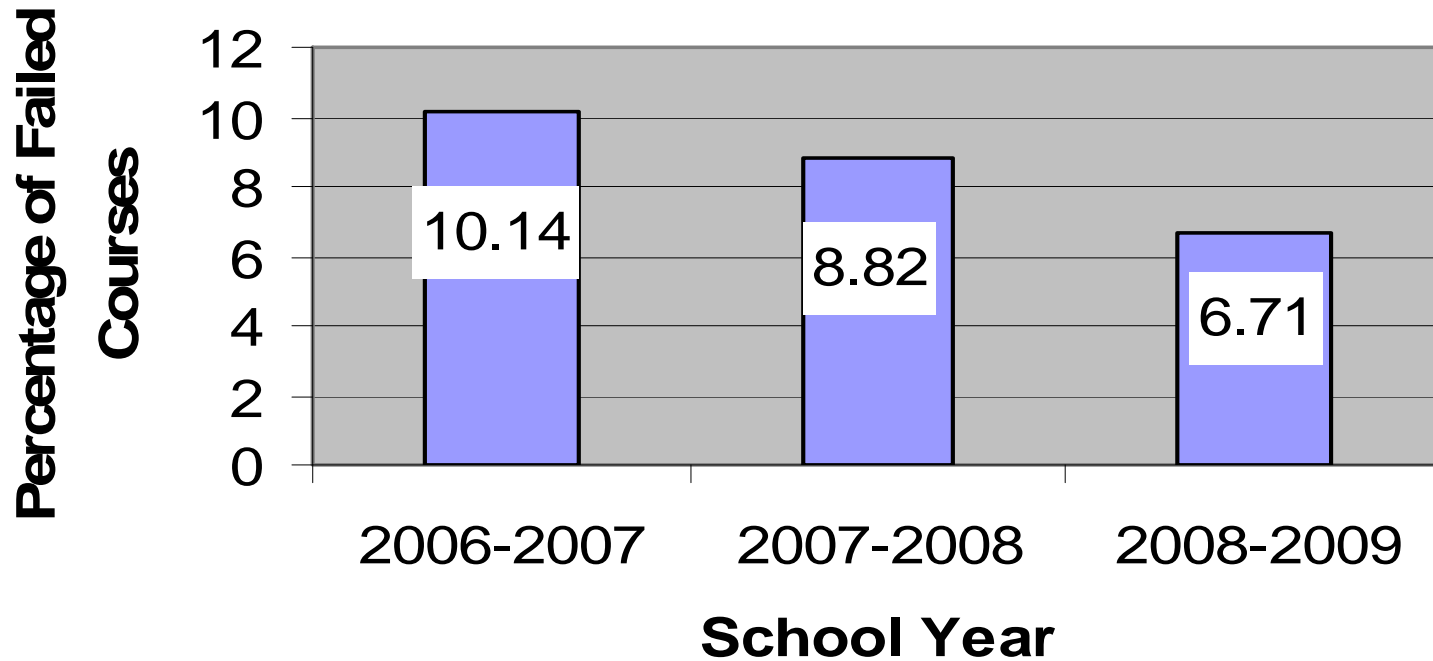
- Student Leadership Group
 - Rachel’s Challenge
 - Acts of Kindness
 - Member on Universal Team
 - Bullying Initiative – working with UNH specialist to interpret spring survey with the goal of developing an education program for school & community

Additional PBIS/ APEX II features in place or in progress

- Transition from middle to high-school process has been identified
- Collaboration between middle school and high school universal and targeted teams with respect to success plan has occurred
- Every student who signs out has to commit to an alternative learning plan.

Academic Impact

Course Failure Rates

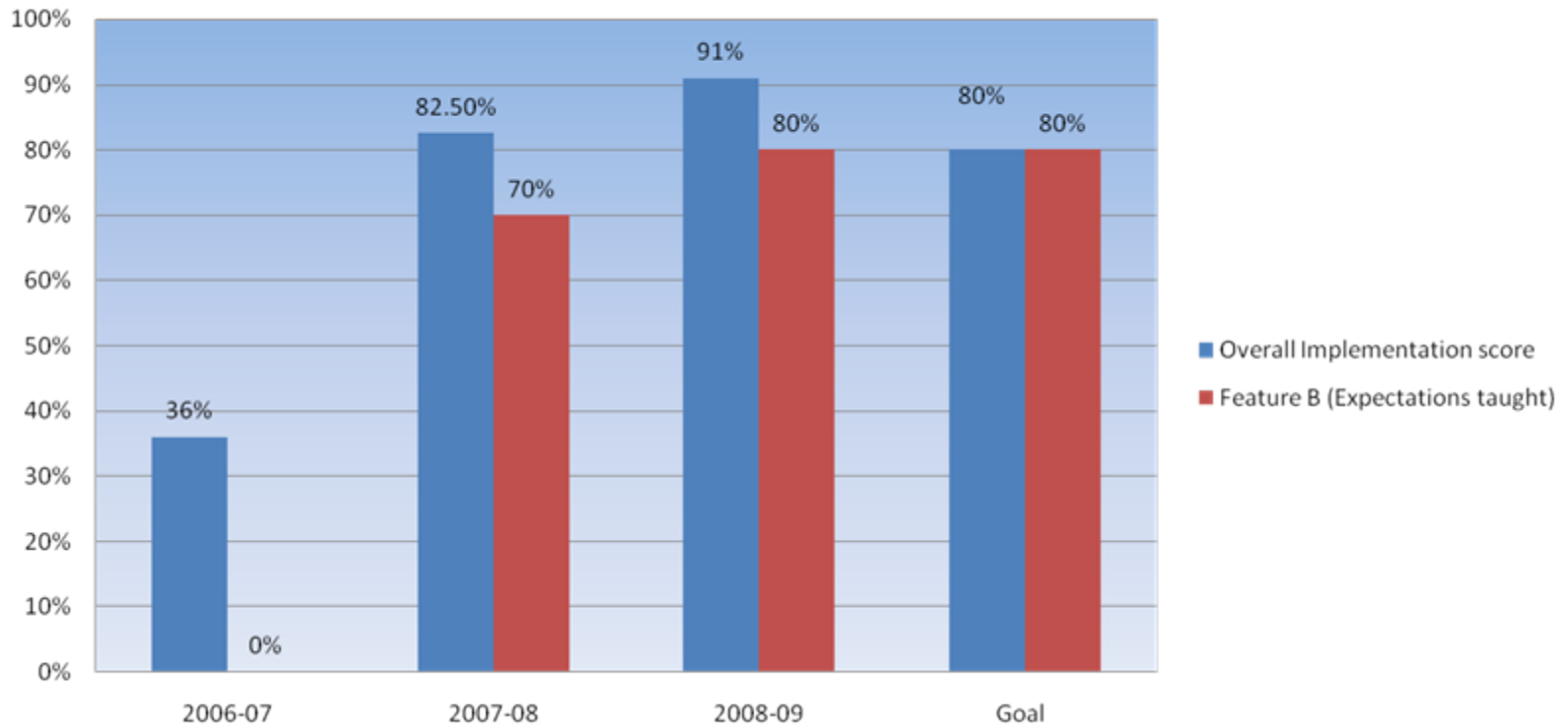


GED Options Success

- Goal = 5 students
- Reality = 27 students
- 450 to pass Aveage Overall Score 521
 - Reading 557.5
 - Writing 482.9
 - Math 471.0
 - Science 534.7
 - Social Studies 507.5

SHS School-wide PBIS Implementation Scores

SHS School-wide Evaluation Tool on PBIS Implementation



Contact Information

- Somersworth High School & Career Technical Center
 - 692-2431
 - E-mail first letter of first named, followed by last name @sau56.org
 - For Sharon Lampros, the address is:
 - **slampros@sau56.org**

Thank You!