

Embracing your Biggest Asset: Youth Leadership in PBIS

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Institute on Disability/UCED



Learning Objectives

Participants will be able to:

- Define authentic youth engagement.
- Identify the importance of shared decision making and equity with students in the implementation of PBIS.
- Describe 3 strategies to promote youth leadership in PBIS.

“The more youth begin to recognize that they have a voice, the more change is possible.”

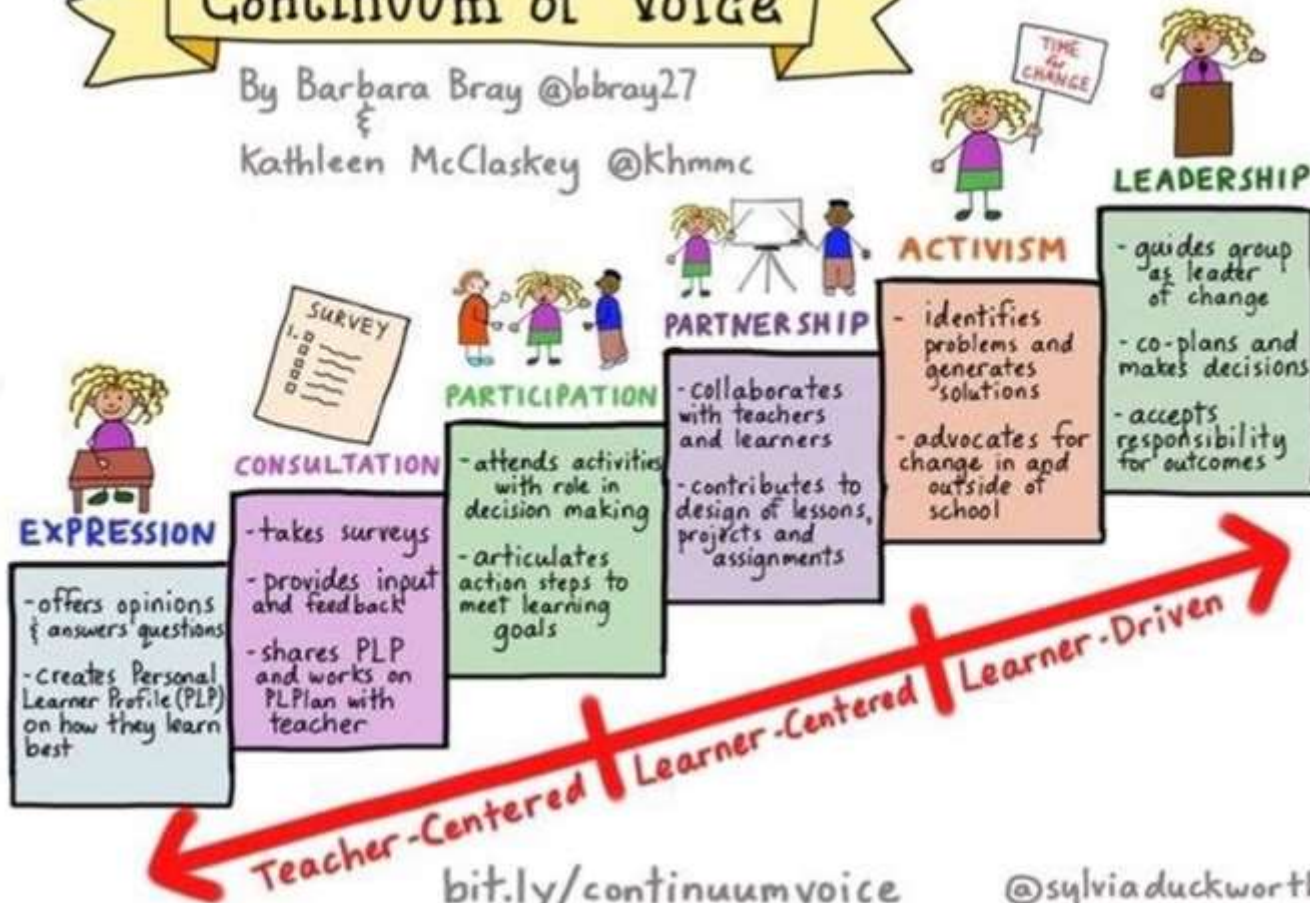
~Usher



Continuum of Voice

By Barbara Bray @bbray27

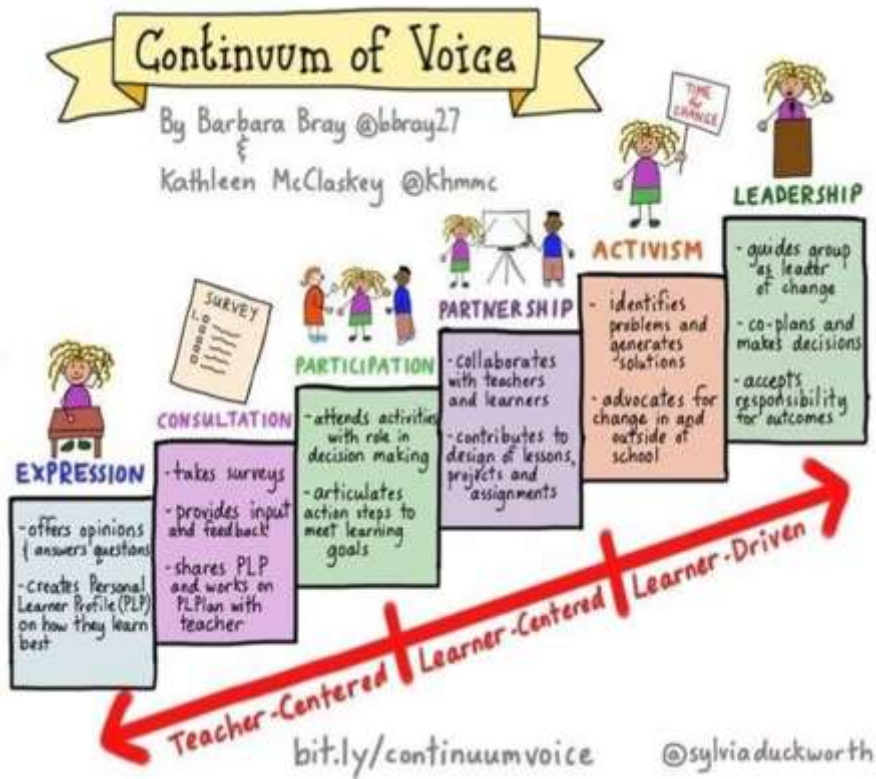
Kathleen McClaskey @khmmc



bit.ly/continuumvoice

@sylvia duckworth

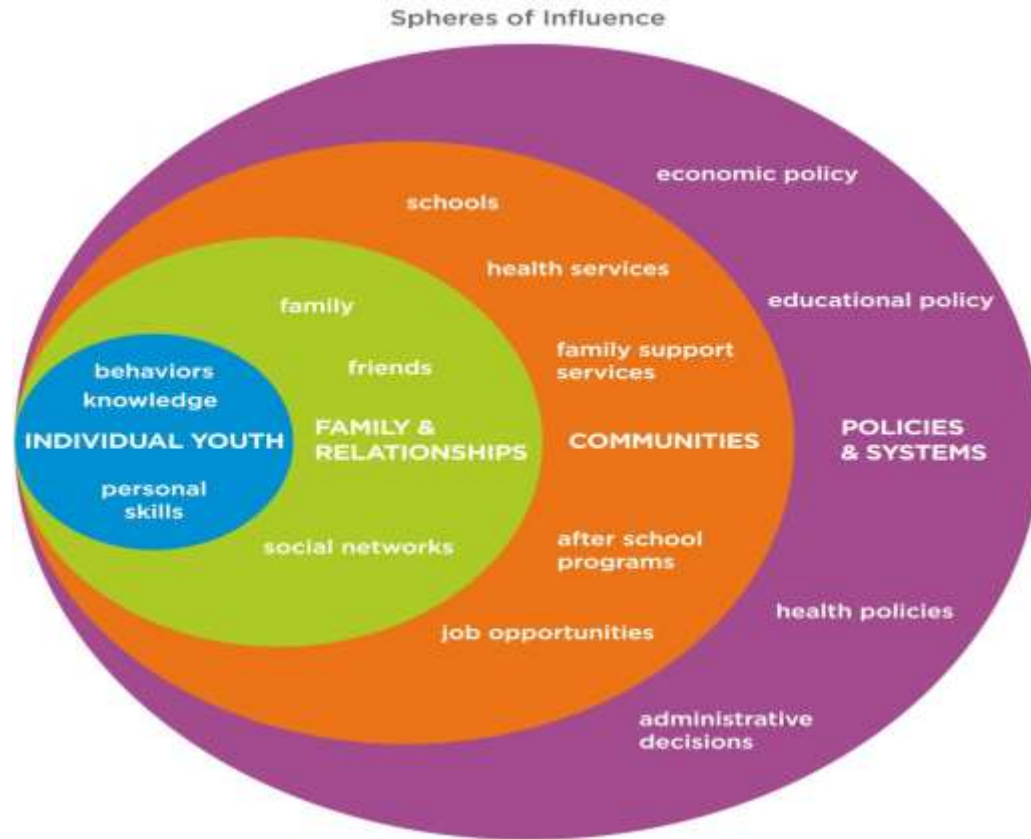
Youth Leadership



Turn and Talk

- Where are you along the continuum?
- What are you doing in your school, community, personal life to promote authentic youth engagement?

Why Youth Leadership is Important



Giving Youth a Voice in PBIS/ Youth Leaders as Members of the Universal Team

- Move from things being “done to them” to “working with them”;
- Allows messaging to be shared in more student friendly language;
- Giving students a voice in school priorities and reforms is an effective way to improve student outcomes (*Mitra, 2006*);
- Helps create a shift towards a more positive school climate (*Mitra, 2003*);
- Schools with a positive school culture are more effective (*Engles et al, 2008*);
- *Student needs are heard & Prioritized*;
- *Builds student buy in.*

We Believe that School Climate is...



Who's on Our MTSS Leadership Team:

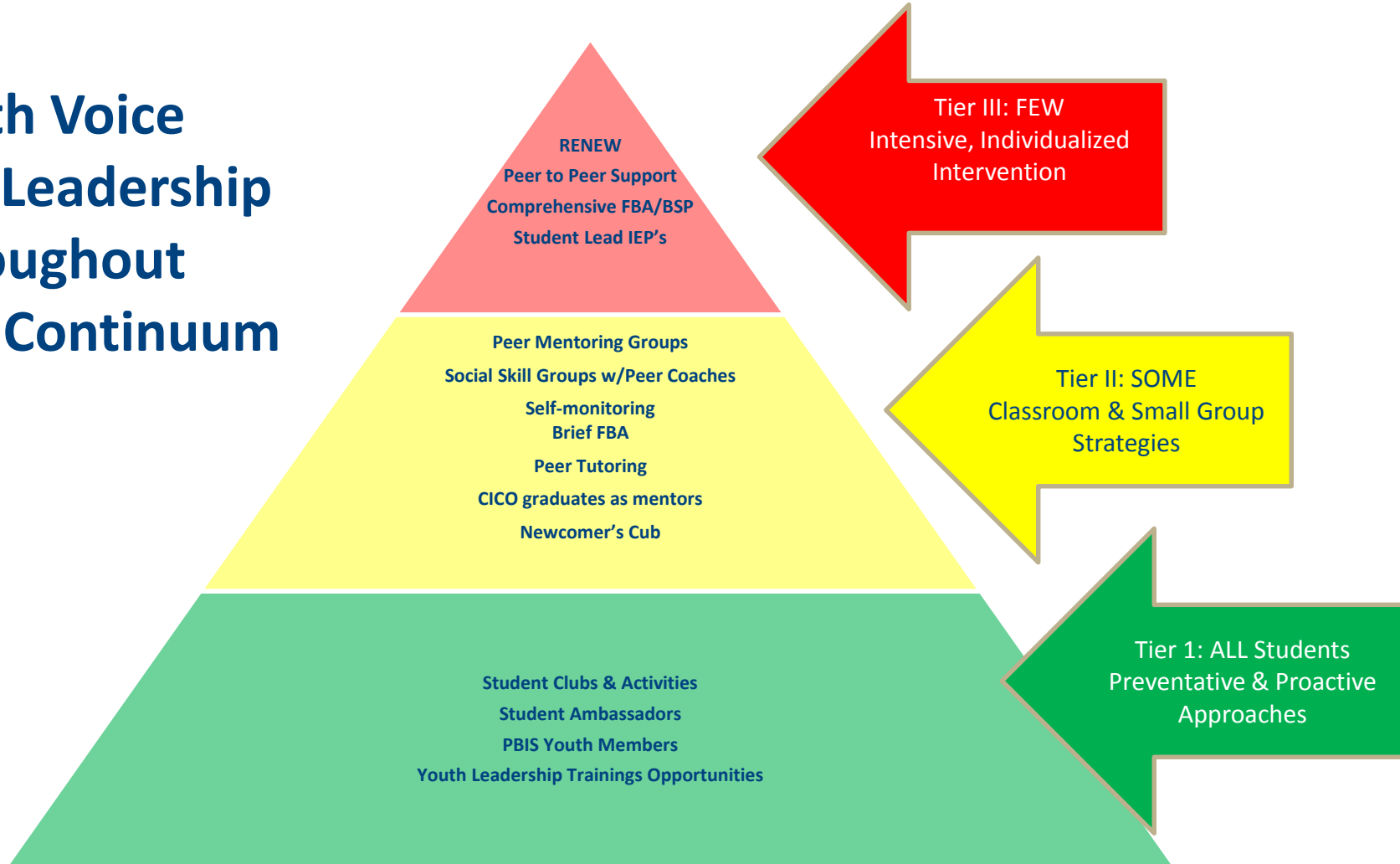
- Administration
- General Education Classroom Teacher
 - Core teachers: Music , Science , Math,
Language Arts, History, Social
Studies
- Special Education Teacher
- Para Educator
- School Counselor.....

And ...



Students

Youth Voice and Leadership Throughout the Continuum



Examples of Youth Voice in the MTSS System

- What were some the elements of youth leadership that stood out for you ?
- How can some of these elements be integrated at your school?
- Why developing youth leadership important?

Chain Reaction Club 6:37- 8:25 Education Revolution

Prioritizing Youth Engagement

Start with the Self Assessment! Download at PBIS.org

Implementation Blueprint and Self-Assessment (for Local and State Education Agents)

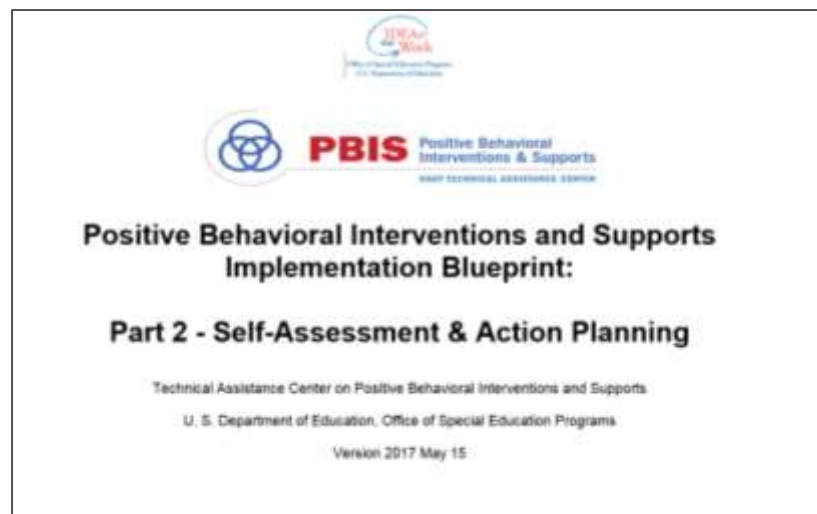
Version 18 Updated on Oct 19, 2015

The purpose of the Positive Behavioral Interventions and Supports Implementation Blueprint is to guide leadership teams in the assessment, development, and execution of action plans. The outcome is the development of local capacity for sustainable, culturally and contextually relevant, and high fidelity implementation of multi-tiered practices and systems of support.

The PBIS Implementation Blueprint is organized in two major sections:

	Section	Description
Part 1	Foundational and Supporting Information (753 KB)	The PBIS Implementation Blueprint is grounded in the behavioral and prevention sciences and emphasizes within a multi-tiered support system framework (a) measurable outcomes, (b) evidence-based practices, (c) implementation systems, and (d) data for decision making. In Part 1, foundational content and guidelines are described in relation to PBIS Implementation Self-Assessment and Action Planning.
Part 2	Self-Assessment and Action Planning (170 KB) (Updated May 2017)	State, county, regional, and district leadership teams should regularly assess the status of factors or drivers associated with systemic implementation of the PBIS framework. Self-assessment results are used to develop and modify action plans designed to achieve local capacity for establishing and sustaining high fidelity implementation of the PBIS framework. In Part 2, the self-assessment tool and action planning template are provided.

Please click the links above to download the PBIS Implementation Blueprint Part 1 & Part 2.



Assess Your level of Youth Engagement Across all Domains

STATUS	STAKEHOLDER SUPPORT	ACTIONS
IP PP NP	10. Stakeholders (e.g., school boards, families, community organization leaders, politicians, youth) are actively involved in goal-setting and policy development.	
IP PP NP	11. Stakeholders assist in disseminating information and accomplishments (e.g., website, newsletter, meeting presentations, conferences, media, annual progress reports).	
IP PP NP	12. Organizational leaders (e.g., state chief, superintendent, board of trustees, commissioner) actively and visibly participate in PBIS events and activities (e.g., attend annual events, visit implementation sites, acknowledge progress) to engage stakeholders.	
IP PP NP	13. Promoting positive school climate and student social-emotional-behavioral health are established by organizational leadership as one of the top five permanent goals or priorities for the next 3 to 5 years.	

Are Youth involved in Goal Setting & Policy?

STATUS	FUNDING	ACTIONS
IP PP NP	14. A budget plan for at least 3 years of prioritized funding is developed to support operating structures and capacity building activities to implement PBIS.	
IP PP NP	15. Initiative has transitioned from short-term funding (e.g., State Personnel Development Grants, contracts) to long-term institutional funding (e.g., Title IV block grants).	
IP PP NP	16. Funding and organizational resources across related initiatives are assessed and aligned to sustain implementation.	

Does your funding include youth initiatives?

Elementary School Example



- Voting on school mascot, acknowledgements and rewards
- Handing out peer to peer acknowledgements
- Helping with rollouts, modeling expectations
- Creating videos and visuals
- Voting on playground equipment
- Taking turns to be the mascot at parent open house and other events
- Morning announcements of school wide expectations
- Taking pictures of students demonstrating school wide expectations

Middle School Examples

Interview and Observation Form

Staff questions (Interview a minimum of 10 staff members)

Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1. How do you define the term "middle school"?																					
2. How do you define the term "middle school student"?																					
3. How do you define the term "middle school teacher"?																					
4. How do you define the term "middle school principal"?																					
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19. How do you define the term "middle school growth"?																					
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Team member questions

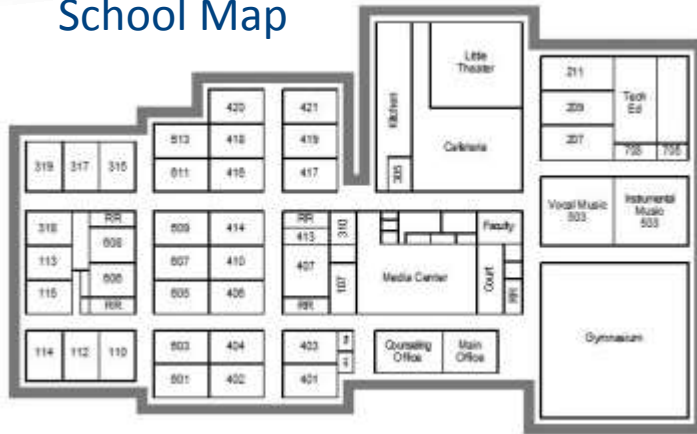
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Student questions

Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
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		ROUTINE/SETTING					
		Classroom	Cafeteria	Common Area	Entrance	Parking Lot	Living & Computer Lab
IMPLEMENTATION	Respect						
	Responsibility						
	Community						

School Map



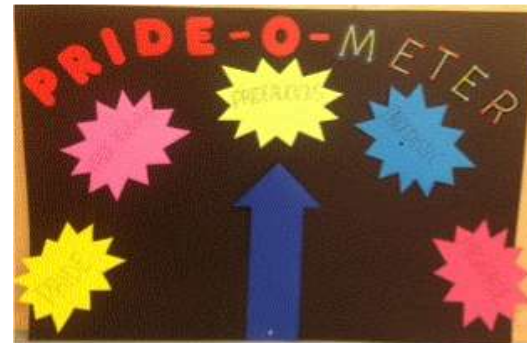
Middle School Examples

- Using the SET survey/ TFI Walkthrough to recruit students to be part of the PBIS Universal Team (Laconia Middle school)
- Students fill in school-wide expectation Matrix
- Student Leadership Clubs (CAST)
- Students document areas of the building which are unsafe
- Students Rally for “Walk Up” day to challenge their peers to reach out to a peer they wouldn’t normally
- Creating videos and visuals
- Voting to establish school priorities
- Helping with rollouts, modeling expectations

What strategies do you use to recruit a diverse population of students?

Middle School Students Showing their **PRIDE**

Peers recognizing peers for
doing good deeds.



Being Part of the Acknowledgement System

Cocoa for

Everyone!



Acknowledging All...

Our School Sparkles Thanks
to our Great Custodial Staff

Jeff

Christian

Palo

Tom

Eddie

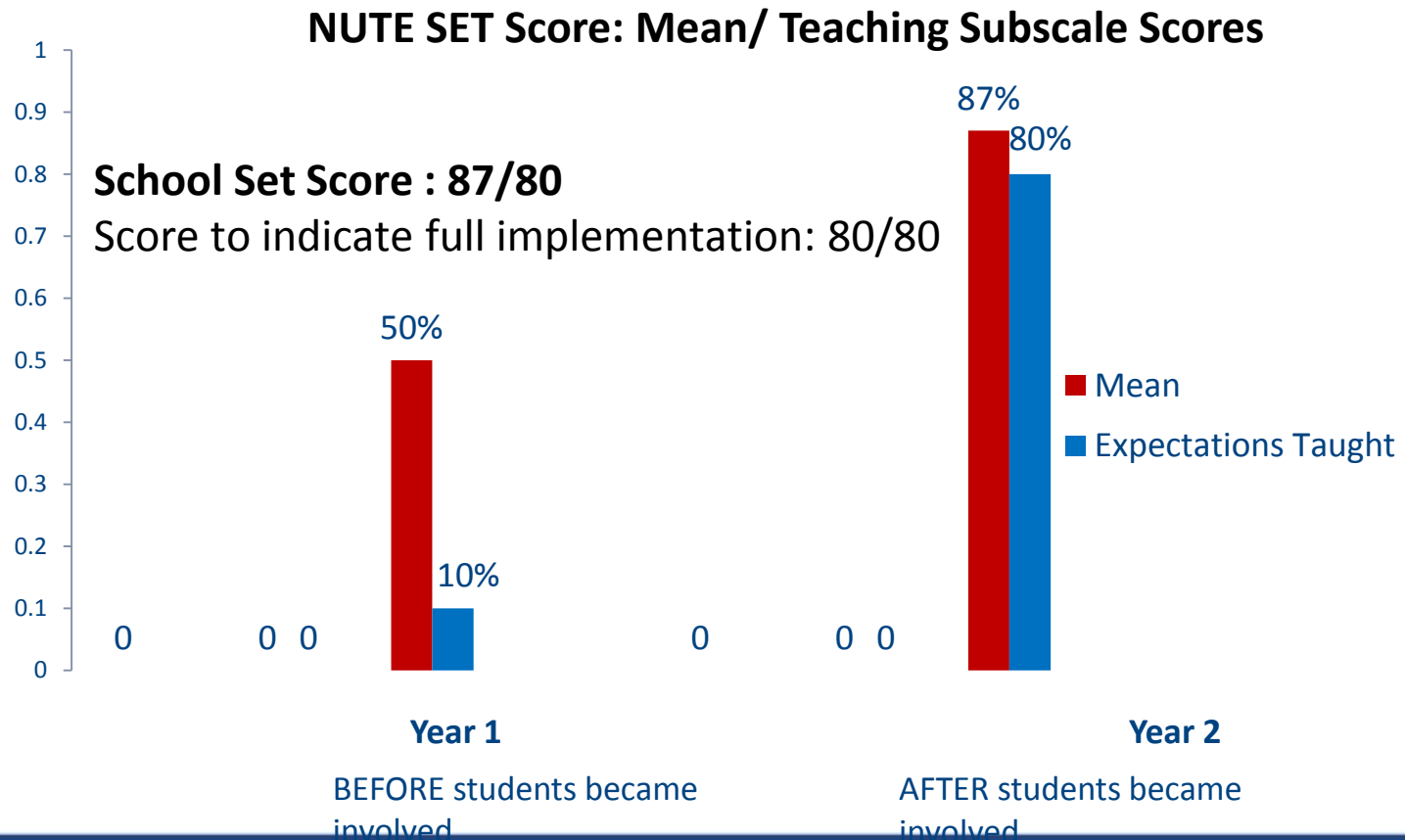
Adam



Examples From High Schools

- Create, distribute & analyze data from surveys based on peer perception of disengagement from school, analyze data and present to faculty
- Give input/ help develop the school rules, behavior matrix ,and discipline policies
- Help create/ edit student handbook
- Lead focus groups with faculty members on specific topics
- Create reverse rollouts for teachers to greet students and build positive connections
- Create videos as teaching tools
- Give feedback on which behaviors should be handled in the classroom and which behaviors should be handled by the office
- Lead faculty meeting on how to redirect behaviors
- Give input into acknowledgement system
- Create & distribute peer to peer acknowledgements
- Provide data: Give important insight of what was really happening

School-Wide Implementation of PBIS



Strategies for Getting Youth Involved

- Climate surveys
- School assemblies
- Student Leadership Training
- Getting input from students
 - Survey students
 - Invited to team meetings
 - Set survey
- Youth recruitment
- Roll outs

Fostering Youth Voice & Leadership in NH

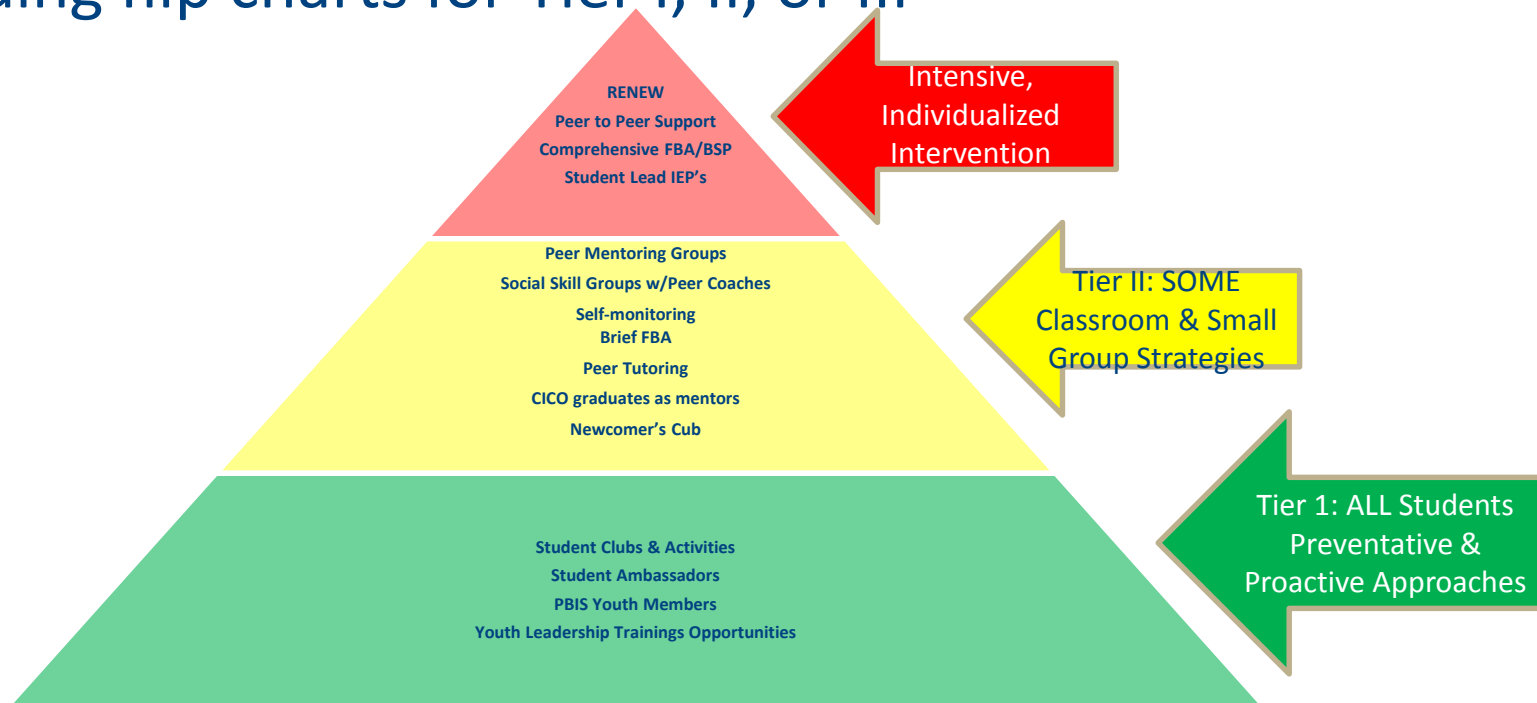
- Universal team representatives
- School based youth leadership teams
- Youth peer support
- Elected youth school board representatives
- Dual capacity building of youth & professional workforce in statewide trainings
- Co-constructed practice profiles to guide program development in Youth Leadership, peer support
- Many other grassroots advocacy efforts

How to Support Students to Take on this Role

- Orient students **AND** adults before students join a team
- Clearly define roles & support to understand MTSS process
- Mentor meets with them in between meetings, touch base before/ after
- Help students review data (SWIS, YRBS, Georgia Climate Survey, etc.) & identify areas of concern
- **TEACH** students how to create action plans with measurable steps
- **REINFORCE** learning, and help them learn from mistakes
- Consider scheduling & other commitments
- **Expect no more and no less from a young person=**
Shared accountability

Your Turn: Write down what you are doing to foster youth Voice and leadership across the Continuum

Write these on sticky notes and then put them onto the corresponding flip charts for Tier I, II, or III



Questions



How did we do meeting the Learning Objectives?

Participants will be able to:

- Define authentic youth engagement.
- Identify the importance of shared decision making and equity with students in the implementation of PBIS.
- Describe 3 strategies to promote youth leadership in PBIS.

Contact us for More Information

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