The Journey to Implementation Fidelity in High School Settings
The Boggs Center on Developmental Disabilities
Rutgers, The State University of New Jersey
In Partnership with the
Offices of Special Education New Jersey
Department of Education
2017-2018 School Year

Session Organization
1. NJ Positive Behavior Support in Schools (NJ PBSIS) Training Process
2. Sustainability Predictors
3. 4 Strategy Areas:
   - Invest in administrator consensus
   - Invest in team process
   - Use strategic messaging
   - Have a (realistic) incentive plan
4. Take Aways, Outcome Data & Questions

NJ PBSIS Training Process
NJ Tiered System of Support

Tier 3: Tertiary Interventions for Behavior & Conduct
Tiers 1 and 2 plus:

- Screening process(es)
- Process for reviewing referral, assigning case manager & gathering information
- Use of the competing pathway to plan for interventions
- Coordination with outside resources (as needed)
- Progress monitoring
- Fidelity of implementation
- Response to intervention

Tier 2: Secondary Interventions for Behavior & Conduct
Tier 1 plus:

- Screening process(es)
- Rapid process for reviewing referral, assigning case manager & gathering information
- Available menu of interventions
- Progress monitoring
- Fidelity of implementation
- Response to intervention

Tier 1: Universal Intervention for Behavior & Conduct

- Data driven intervention planning
- Use of prevention practices
- Framework of expectations
- Process for ongoing instruction on the expectations & social and emotional skills
- System to support reinforcement of expectations
- Active supervision
- Use of cueing and prompting
- Progress monitoring
- Fidelity of implementation
- Response to intervention

Flexibility in movement between the tiers
Necessary accommodations through all tiers

NJ PBSIS Training Plan

<table>
<thead>
<tr>
<th>Start-Up</th>
<th>Orientation and Commitments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Multi gated process (orientation, application)</td>
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<table>
<thead>
<tr>
<th>Year 1</th>
<th>Planning</th>
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<tr>
<td></td>
<td>Universal Intervention Training and Coaching</td>
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<table>
<thead>
<tr>
<th>Year 2</th>
<th>Guided Implementation</th>
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<tr>
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<td>Advanced Training and Coaching</td>
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<table>
<thead>
<tr>
<th>Year 3</th>
<th>Maintenance Support</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Personalized Coaching Plan</td>
</tr>
</tbody>
</table>

| Maintenance | Ongoing Support as needed |

NJ PBSIS Continuum of Professional Development Support

Team = Training
Strategic Planning with Key Personnel
(District Level or EOT)

Modeling Implementation Practices
Booster Training
Weekly Contact & Follow Up
Presentations to Staff
Annual Leadership Forum
Monthly Coaching Support
Core Training for the Universal Team
Self-Assessment
Process for Selecting Schools and Start Up

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Annual Leadership Forum
Monthly Coaching Support
Self-Assessment
Process for Selecting Schools and Start Up
Predictors of Sustainable Practice Implementation

Planning for Tiered System Implementation

- All intervention tiers have two important dimensions for planning:
  - The Systems Level Structure that Supports Implementation
  - The Daily Practices Staff are to Use

Infusing Prevention Practices

One of the most important functions of the Universal Team is create a culture where staff infuse core prevention practices into their daily routines with students.
It’s More Than Tickets and Posters  
It’s About a Culture of Prevention

**Be Predictable:** Establish consistency in routines and expectations
- Infuse the school-wide expectations into all aspects of class/area routines
- Implement clearly defined routines and procedures consistently
- Use a consistent signal to gain student attention
- Use positive framing to communicate expectations

**Be Positive:** Use a 3:1 positive to negative interaction ratio
- Use greetings, affirmations and expressions of interest in students
- Use a behavior specific praise statement when giving tickets

**Be Present:** Use active supervision
- Frequently move around the area
- Continuous scan
- Attend to signal or sign that something is wrong with a student

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**Sustainability Predictors**

- Administrative Support & Engagement
- Data-Based Decision Making  
  - Outcome data
  - Fidelity data
- Clarity of Understanding  
  - Communication practices
  - Procedure and policy clarifications
- Teaming Practices

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**(Some) Key Lessons Learned**  
To Supporting Practice Implementation

1. Invest in Administrator Consensus
2. Invest in the Team Process
3. Use Strategic Messaging
4. Establish a Sustainable Incentive Plan

• These do not represent all the possible strategies.....
Invest in Administrator Consensus

"Administrative support is the key to your success."

Strength of the Warrior Team

Component | What Jefferson Arts Does
---|---
Tag Line | Jeff Pride
Expectations | Integrity, Responsibility & Excellence
Incentive System Process | **Jeff Pride Tickets**
  - Monthly Drawing for:
    - 1 Free Yearbook, 2 Tickets to Any Jeff Show, 50% Off an EPS Prom Bid, Positive Referral Form, Cell phone return w/out detention
Instruction | September & Boosters
  - Freshman Orientation
Student Involvement | Print, cut and distribute Jeff Pride tickets to staff
  - Assist in hosting back to school night, parent-teacher conferences, and Jeff shows
  - Develop and distribute student incentive surveys
Special Features | Articulated Intervention Continuum
  - Screening Tool
  - Check & Connect
  - Targeted Behavior Boosters
Mr. Ojeda's Support Strategies

• Leads the effort in front of staff
• Models practices
• Builds systems to support the principles of tiered intervention implementation
• Supports the team’s decisions with staff
• Prioritizes opportunities to talk about practices with staff
• References practices across different conversations and forums (e.g., as in meetings, large events, etc.)

Administrators Front & Center

• Ask Administrators to include comments at school-wide events
• Have Administrators take a picture with the winners each week
• Create an ‘Administrator’ ticket that is special to them
  • Some schools the tickets are for students
  • Some schools the tickets are for staff
• Involve Administrators in being part of the incentives
  • Lunch with the Principal
  • Pancake breakfast made by the administrators
• Create Principal Tip of the Month for staff
Helpful Tips for Interacting with Administrators

- **Communication:**
  - Copy administrators on all emails to the team
  - Dedicated update meetings

- **Deliver a Compelling Message:**
  - Provide a rationale for the practice
  - Show data
  - Share successes

- **Make an ‘Ask’:**
  - Commit to one next step

- **Offer Help:**
  - What can I show you?
  - What do you need to see?
  - How can I help you be more comfortable with this?

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**Invest in the Team Process**

“When starting a High School Intervention Team be mindful that staff and student buy-in is not going to happen immediately. It is okay to take small steps.”

**Strength of the Warrior Team**

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**Franklin Township High School**

*Strength of the Warrior*
<table>
<thead>
<tr>
<th>Component</th>
<th>What Franklin High School Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tag Line</td>
<td>Strength of the Warrior</td>
</tr>
<tr>
<td>Expectations</td>
<td>Integrity, Responsibility &amp; Respect</td>
</tr>
<tr>
<td>Incentive System Process</td>
<td><strong>Warrior Rewards</strong></td>
</tr>
<tr>
<td></td>
<td>• Weekly Drawing for:</td>
</tr>
<tr>
<td></td>
<td>• School Swag, Snacks, Health and Beauty Items, Tickets to school events</td>
</tr>
<tr>
<td></td>
<td>• End of the Year Raffle</td>
</tr>
<tr>
<td></td>
<td>• Prom Ticket &amp; Yearbook</td>
</tr>
<tr>
<td>Positive Referral Form</td>
<td><strong>Incentive System</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Process</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Warrior Rewards</strong></td>
</tr>
<tr>
<td></td>
<td>• Weekly Drawing for:</td>
</tr>
<tr>
<td></td>
<td>• School Swag, Snacks, Health and Beauty Items, Tickets to school events</td>
</tr>
<tr>
<td></td>
<td>• End of the Year Raffle</td>
</tr>
<tr>
<td></td>
<td>• Prom Ticket &amp; Yearbook</td>
</tr>
<tr>
<td>Instruction</td>
<td>September &amp; boosters</td>
</tr>
<tr>
<td>Student Involvement</td>
<td>Attend a portion of monthly UI Team meetings</td>
</tr>
<tr>
<td></td>
<td>Assist with running booster events</td>
</tr>
<tr>
<td>Special Features</td>
<td>Staff PD</td>
</tr>
<tr>
<td></td>
<td>District-Wide Implementation</td>
</tr>
</tbody>
</table>

**Staff PD**

**Student Leaders**

**Top Incentives**

- School Swag
- Yearbooks
- Prom Tickets
- Food

**Consistent Reinforcement System**

**Franklin High School’s Meeting Musts for Successful High School Implementation**

- Predictable meeting schedule
- Well attended membership (you have to have quorum)
- Administrator/decision making is present
- The agenda guides the meeting
- Data sharing
- Mechanism for staff and student input
- Balance tasks among members
- Communication is consistent and helpful
- Comradery among members
How Does FHS Run Their Meetings?

- **Predictable Schedule & Location**
- **Visual Notes & Data**
- **Laptops for Efficiency**
- **Everyone is Present and Present**
- **Shared Responsibility for Tasks**

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Agenda and Note Taking Formats

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Person/Committee Responsible</th>
<th>Things that Need to be Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmarks of Quality</td>
<td>Coach</td>
<td>Share ‘Before Next Year List’</td>
</tr>
<tr>
<td>Booster Events</td>
<td>Mike, Lauren</td>
<td>Spirit Work Flyers and Posters</td>
</tr>
<tr>
<td>Updates on Fundraising</td>
<td>Fundraising Committee</td>
<td>Selling schedule for popcorn (students and staff) Move popcorn machine to closet by cafeteria</td>
</tr>
</tbody>
</table>

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Team Member Checklist

*Does Your Team Have:*

- ( ) a consistent point of view about what you are trying to accomplish
- ( ) adequate membership
- ( ) the right team members (representative, talents needed)
- ( ) a good working relationship among members
- ( ) consistent and constructive communication
- ( ) a way to tap into resources at the high school level
- ( ) a system for staying organized
- ( ) a way to problem solve through obstacles
Team Meeting Checklist

*Do Your Meetings Have a(n):*

- ___ predictable meeting schedule
- ___ quorum of attendance
- ___ administrator/decision makers(s) present
- ___ written planned agenda
- ___ data (that is used to guide decision making)
- ___ way to move past conversation that is stuck
- ___ balance among members and task distribution
- ___ task oriented note taking format
- ___ method for making notes visual (e.g., smart board)
- ___ a positive atmosphere

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**Use Strategic Messaging**

“There is a lot of value in having staff support; so talk often about implementation”

Rock the Roost Team

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**Vineland High School**

*Rock the Roost*
<table>
<thead>
<tr>
<th>Component</th>
<th>What Vineland High School Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tag Line</td>
<td>Rock The Roost</td>
</tr>
<tr>
<td>Expectations</td>
<td>Responsibility, Tolerance, Respect</td>
</tr>
<tr>
<td>Incentive System Process</td>
<td>RooWards</td>
</tr>
<tr>
<td></td>
<td>• Monthly, Quarterly, &amp; Yearly Drawing for:</td>
</tr>
<tr>
<td></td>
<td>• Prom Tickets, Electronics, Yearbooks, Trips</td>
</tr>
<tr>
<td></td>
<td>• Trade-in</td>
</tr>
<tr>
<td></td>
<td>• Soft Pretzels, Popcorn, Roo-store gift card</td>
</tr>
<tr>
<td>Instruction</td>
<td>September</td>
</tr>
<tr>
<td>Student Involvement</td>
<td>Routine feedback on implementation</td>
</tr>
<tr>
<td></td>
<td>Students help with the lunch turn-in table</td>
</tr>
<tr>
<td>Special Features</td>
<td>Staff PD</td>
</tr>
<tr>
<td></td>
<td>Check &amp; Connect</td>
</tr>
<tr>
<td></td>
<td>Color Run Fundraiser</td>
</tr>
<tr>
<td></td>
<td>Dodgeball Tournament</td>
</tr>
</tbody>
</table>

**Strategic Messaging**

- It takes time to get to 80% of staff consistently implementing, strong messaging will help you make progress:
  - Frequency of communication
  - Format of communication
  - Strategic content
Strategic Messaging

- Strategic messaging is the presentation of information within a valued context that is driven by stakeholder priorities and clearly defined outcomes.

- More than just updating staff – strategic messaging is as much about the process of communication as it is the essential message.

- You begin with a **core and consistent message** that grounds information you will share with staff.

Solicit & Use Input From Students and Staff

- **Ask for Input**
- **Plan**
- **Use the Feedback**
- **Share the Results**

What is Your Core Message?

- Do you have a purpose statement that you share with staff?
  - Ex: "We are implementing the tiered intervention system so that we have a seamless continuum of intervention that addresses the range of student behavior and conduct at our school…so nobody slips through the cracks."

- Do you illustrate how a practice is aligned with the tiered system continuum?
  - Personalize triangle graphic, flow chart, or table.
Sample Visual Plan

Messaging Strategies

- Use a variety of ‘evidence’ to talk about implementation
  - OCR/OSS data
  - Personal stories
  - Implementation fidelity

- Disseminate constantly using multiple methods:
  - Send weekly ‘tips for implementation’ emails
  - Present updates at every staff meeting
  - Put information in mailboxes
  - Have a dedicated bulletin board
  - Include events on school calendar
  - Newsletter
  - Social media posts - blogs

Strategic Messaging Drivers

- When shaping the message consider the following questions to guide the content:
  - How does this practice fit within our plan?
  - What data suggests we need this?
  - How will this help us to achieve our goal?
  - What are we asking you to do?
  - What feedback/input do you have?
  - Who/how can you access help?
Have a Sustainable Incentive System Plan

“The student body seems to appreciate that everyone is getting recognition for their actions.”

Fired Up Team

John E. Dwyer Academy
JEDA Strong

<table>
<thead>
<tr>
<th>Component</th>
<th>What Dwyer Academy Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tag Line</td>
<td>JEDA Strong</td>
</tr>
<tr>
<td>Expectations</td>
<td>Integrity, Responsibility &amp; Respect</td>
</tr>
<tr>
<td>Incentive System Process</td>
<td>Dwyer Dollars</td>
</tr>
<tr>
<td>Instruction</td>
<td>September &amp; Boosters, Freshman Orientation</td>
</tr>
<tr>
<td>Student Involvement</td>
<td>Print and cut Dwyer Dollars</td>
</tr>
<tr>
<td>Special Features</td>
<td>Positive Referral Form</td>
</tr>
<tr>
<td></td>
<td>Staff nominate students that demonstrate exceptional JEDA Strong acts</td>
</tr>
<tr>
<td></td>
<td>Winners announced via intercom/email</td>
</tr>
<tr>
<td></td>
<td>Parents notified via email and letter sent home</td>
</tr>
<tr>
<td></td>
<td>Posted on a Wall of Fame</td>
</tr>
<tr>
<td></td>
<td>Names sent to the monthly Board of Education meeting</td>
</tr>
</tbody>
</table>
Have a Sustainable Reinforcement System Plan

There are 3 parts to reinforcement system (i.e., it’s not just about the tickets):

- **Frequent Positive Interactions**
- **Behavior Specific Praise**
- **Incentives to Boost Motivation**

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- **Increase staff’s use of positive interactions and behavior specific praise (4:1 ratio)**
- **Solicit input from students to guide design of incentive structure**
- **Use a multi-gating reinforcement system (access incentives in different ways)**
- **Calculate (do the math!!!) to determine your annual need**

Bordentown HS is On Point

Students use tickets for Tier One and Tier Two awards throughout the year.
Point Pleasant HS
Be On Point Ticket System

- Turn It In Wednesday

- Students redeem tickets during lunch

- Trade-in is primarily for coupons and gift cards to local businesses who make donations to support the system

<table>
<thead>
<tr>
<th>Item</th>
<th>Tickets</th>
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<tbody>
<tr>
<td>Free Cafeteria Breakfast</td>
<td>10</td>
</tr>
<tr>
<td>Free Unprepared for Phys. Ed</td>
<td>10</td>
</tr>
<tr>
<td>Free Homework Pass</td>
<td>10</td>
</tr>
<tr>
<td>Barlow's Bagels</td>
<td>20</td>
</tr>
<tr>
<td>Subsidence</td>
<td>20</td>
</tr>
<tr>
<td>Pizza</td>
<td>20</td>
</tr>
<tr>
<td>Jersey Mill's</td>
<td>20</td>
</tr>
<tr>
<td>Old Spots Tomato Pie</td>
<td>20</td>
</tr>
<tr>
<td>Pic's Kitchen</td>
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</tr>
<tr>
<td>Pizza Express</td>
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</tr>
<tr>
<td>Soft Text</td>
<td>20</td>
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<tr>
<td>Olive Laura's</td>
<td>20</td>
</tr>
<tr>
<td>Grand Car Wash</td>
<td>20</td>
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<tr>
<td>Quick Check</td>
<td>25</td>
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</tbody>
</table>

Vineland HS Rock The Roost Ticket System

- Turn It In Wednesday

- Students redeem tickets during lunch for snacks and Roo Store gift cards

- Weekly, Quarterly and Yearly Raffles

- Prizes vary based on what has been donated or that are built into the school's budget (e.g., yearbooks)

John E. Dwyer
JEDA Strong Ticket System

Procedures For Monthly Raffle

- Tickets are placed in a main office bin
- Raffle occurs the 1st of each month
- Student & staff winners are announced via intercom/email
- Student & staff report to the main office to select and collect the incentive

Procedures For Reverse Day

Students are given two "Reverse Day Dwyer Dollars" to distribute to any Dwyer staff over two days. Students are instructed to give a ticket paired with a praise specific statement. Staff have an option to submit their Dwyer Dollars for a raffle.
The purpose of this letter is to inform you and your family of the actions described below, and commend you for living up to our core values: Integrity, Responsibility, Excellence.

**Check Reason(s) for Recognition:**
- Punctuality
- Extra effort in class
- Good conduct
- Respect for behavior
- Sought extra help
- Other (Provide a short description or example that illustrates the reason for recognition):

**Description / Comments to Student and Family:**

Teacher / Staff Member Signature: __________________________ Date: __________________________

The purpose of this letter is to inform you and your family of the actions described below, and commend you for living up to our core values: Integrity, Responsibility, Excellence.

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**Establish a Financially Realistic Plan**

- Establish an incentive system you can afford
  - Develop a budget
  - Have a system for tracking cost, inventory, projected need
  - Ask students for suggestions 3-4 times a year
  - Works with other key groups (e.g., project graduation or school store)
  - Use varying types of incentives

- Establish a consistent line of funding
  - Include a line in the annual budget
  - Develop a signature fundraiser
  - Work with the PTO/PTA

**Bordentown High School**

**Green Slip Breakfast**

**Green Slip Breakfast Data**

<table>
<thead>
<tr>
<th>Month</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
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<th>Nov</th>
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<tr>
<td>2011-1012</td>
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<td>106</td>
<td>112</td>
<td>114</td>
<td>116</td>
<td>118</td>
<td>120</td>
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<td>128</td>
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<td>2012-1013</td>
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<td>2013-1014</td>
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<td>2014-1015</td>
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<td>1760</td>
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<td>2015-1016</td>
<td>170</td>
<td>172</td>
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<td>176</td>
<td>178</td>
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<td>182</td>
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<td>186</td>
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<td>190</td>
<td>192</td>
<td>1940</td>
</tr>
<tr>
<td>2016-1017</td>
<td>180</td>
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<td>200</td>
<td>202</td>
<td>2040</td>
</tr>
</tbody>
</table>

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“Find a fundraiser that makes ‘easy and quick’ money. Selling popcorn at staff and student functions is the only fundraiser our team has had to implement.”

**Strength of the Warrior Team**

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**NJ PBSIS**

**Helping Schools Build Systems of Support**

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**Take Away Messages**

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**Benchmarks of Quality Percentage**

*N = 13 High Schools*
Office Conduct Referral Data  
N= 12 High Schools

<table>
<thead>
<tr>
<th></th>
<th>Pre-Implementation</th>
<th>1 Year Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>51760</td>
<td>46725</td>
</tr>
<tr>
<td>Students with IEPs</td>
<td>15749</td>
<td>15139</td>
</tr>
</tbody>
</table>

Out of School Suspension Data  
N= 13 High Schools

<table>
<thead>
<tr>
<th></th>
<th>Pre-Implementation</th>
<th>1 Year Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>7666</td>
<td>5456</td>
</tr>
<tr>
<td>Students with IEPs</td>
<td>2827</td>
<td>1924</td>
</tr>
</tbody>
</table>

Take Away Messages

- The core practice features (expectations, tickets) of the Universal Intervention absolutely work in high school settings.

- Administrator and staff buy-in are the key to making it work.
Take Away Messages

• Engaging students keeps the content of your intervention authentic to this age group

• Create a message that everyone can rally around
  - Rock the Roost
  - JEDA Strong
  - Jeff Pride
  - Strength of the Warrior

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Take Away Messages

• Ongoing communication is a must
  • Have a visual presence
  • Use strategic messaging
  • Communicate often
  • Use lot so different communication methods

• Remember to have some fun

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Questions and Comments