

Student Involvement: How to Include Students in the RTI²-B Framework



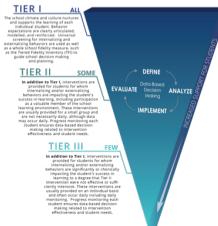
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Components of Tier I RTI²-B



- Behavioral expectations
- Teaching behavioral expectations
- Acknowledgment system
- Responding to problem behavior
- Consistent discipline process
- Professional development
- Student, family, and community involvement

Student Involvement Sets the Tone

- Prioritizes working with students
- Provides opportunity for leadership
- Strengthens staff buy-in
- Facilitates regular positive interactions

(Good & Lindsay, 2015)

Improvements from Student Involvement

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Sense of ownership • Student engagement • Student outcomes • School climate | <ul style="list-style-type: none"> • Sense of belonging • Positive relationships • Respect towards staff • Sustainability of initiatives |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

(Smyth, 2006)

(Winneker, Connor, & Martinez, 2015)

Students are able to participate in school decisions that shape their experiences.

(Mitra, 2006)



Additional Benefits

- Gives students unique perspectives of their school
- Increases enthusiasm and student buy-in of RTI²-B
- Creates platform for students to listen to each other
- Provides meaningful involvement

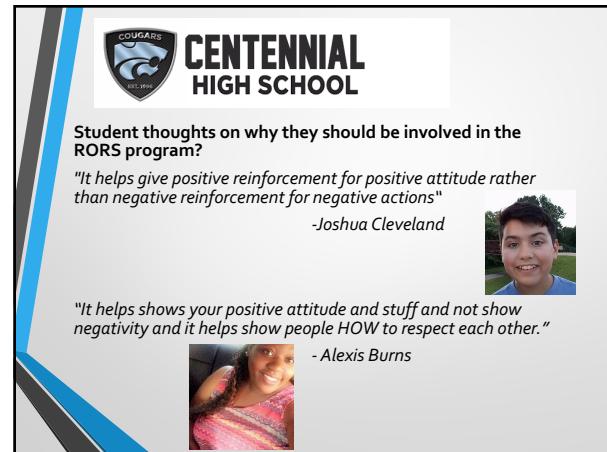
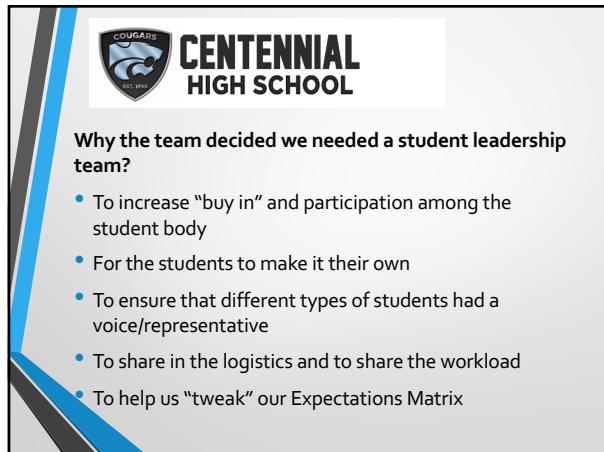
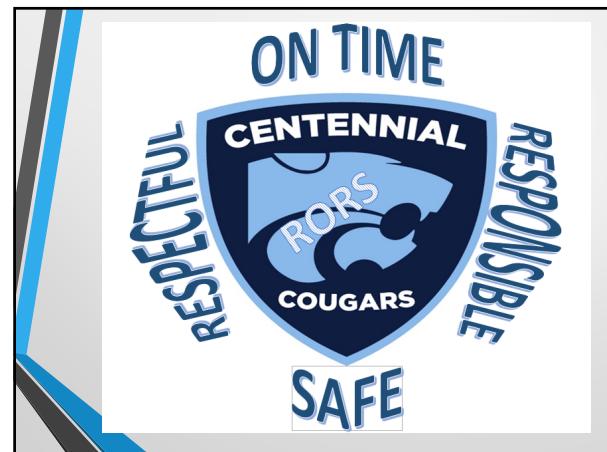
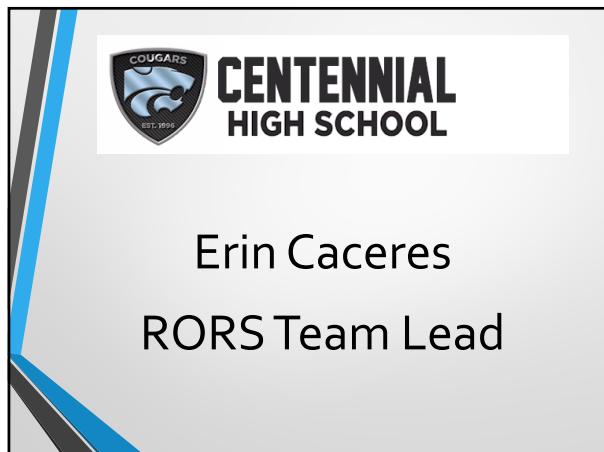
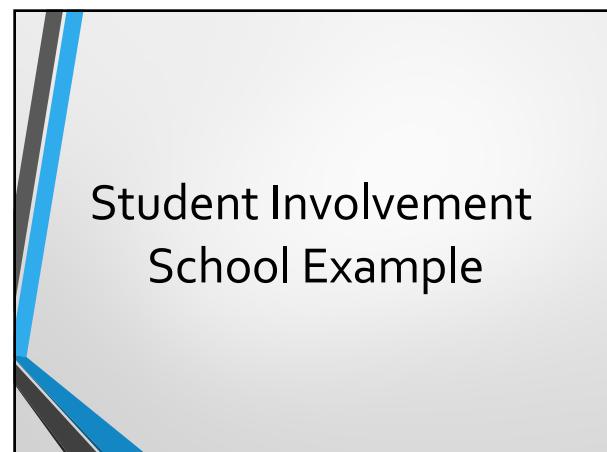
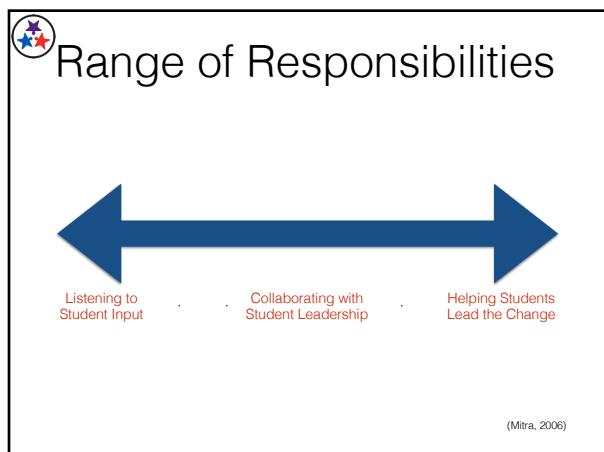


Giving Students a Voice in your School

- Change leadership based on needs
- Customize to meet the needs of your school
- Strive towards common language

- Build on your school's culture and climate
- Consider your student population

(Winneker, Connor, & Martinez, 2015)



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Guidelines for ambassadors

How the team selected student leaders

- Each teacher on the team nominated students that they know to be examples of positive behavior
- We discussed the group of students to make sure we had a good "cross-section" of the study body (sports, arts, focused clubs, diversity)
- Academic achievement and involvement in extracurricular activities did not play a role in the selection process (tried to pick the ones who have not been given many leadership opportunities)
- I then led a "training" for the ambassadors who accepted the nomination to review their expectations (see link above)
- One student did not accept and one student was later removed from the team for less than positive behavior

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How the student leaders help:

- Encourage positive behavior! Report to a teacher if they see a "point-worthy" action.
- Publicity (morning announcements, wearing their t-shirts, introduction at pep rally, making signs to hang at school)
- Small tasks (cutting out "comments" and sorting them, organizing and inventory of rewards)
- Remind students (and teachers) what the program is about
- Running the redemption days table (handing out reinforcement, checking point totals, set-up/break-down

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How the student leaders are managed:

- Each ambassador is matched with a teacher that has a corresponding grade level homeroom. All activities take place during the student's lunch and/or homeroom time.
- Communication takes place through Google Classroom (example)
- For next year: Choose grade level leaders

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Ideas for next year as the student leadership program grows:

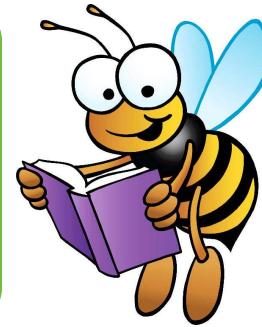
- Select returning ambassadors to be grade level leaders and give each a specific role
- Increase responsibilities (they can handle it!)
- More perks for those who contribute more (reinforcing the "reinforcers")/Not sure if this should be separate from giving them RORS points
- More selective/based on student interest (Google form nomination to teachers or Google form application for interested students)

 **Student Involvement**



 **Student Leadership Teams**

- Check in with RTI²-B Team regularly
- Work with existing leadership team or form subcommittee
- Create student panel
- Give it a special name
- Select members using nominations & applications



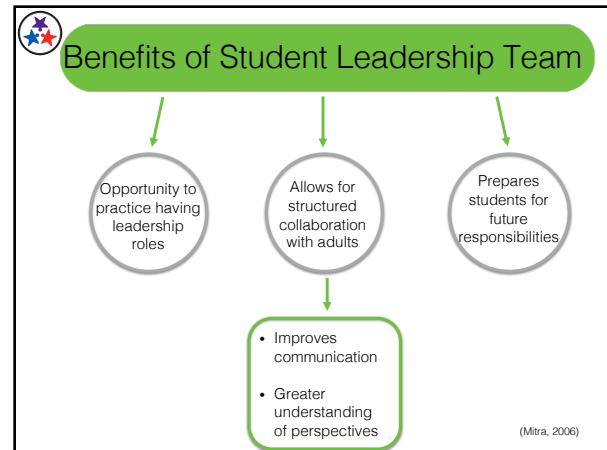
Student Characteristics



- Represent diverse student interests
 - Academic ability
 - Social clique
 - Clubs, sports, fine arts
- Works well with others
- Willing to be involved
- Creative
- Leadership potential



(Mitra, 2006)



Respect Team Example




- Similar to safety patrol but for activities during the day
- Monitor playground and cafeteria behavior
- Reinforce behaviors stated on the matrix

(Good & Lindsay, 2015)

How to Gather Input



- Focus Groups
- Surveys
- Interviews
- Suggestion Box



Student Leadership Team can help gather and compile the data

Benefits of Gathering Input



- Learn About Student Experiences
- Show that Students' Opinions Matter
- Consider Things to Change or Modify

Allows students to feel heard
Fosters sense of self worth
Creates ownership of behavior

(Mitra, 2006)

Gather Student Input



- School-wide Expectations
- Behavioral Expectations Matrix
- Acknowledgement System
 - Determine what is offered
 - Vote on class-wide rewards
- Student of the month
 - Set criteria for selection
 - Promotes consistency
 - Understand how to be selected



 **Results of Student Survey**

Reward finders of cyberbullies

- Create a club where you can earn community service hours
- Enforce the plan
- Require all students to read the plan
- Have all teachers take the time to review it
- Make lessons entertaining
- Have 6 periods and 1 lunch
- Enforce the program among younger students

• Review lessons in a timely manner without losing students' attention

- Everyone try it and make an effort
- Make the plan more well-known

• Decrease work

- Make school less boring
- Increase access to the plan
- Get students involved
- Make it an app

(Winneker, Connor, & Martinez, 2015)

 **Teaching Other Students**



- Teach behavioral expectations in each setting
- Write and perform in skits and videos
- Older students teach younger students
- Share that students created lesson plans
- Present the school's RTI²-B plan

 **Mentoring Other Students**

- Orientation for new students
- Mentor a younger student on the RTI²-B plan
- Specific location mentor
- High school peer mentors help at-risk students get back on track



 **Types of Special Events**



- ★ Carnival
- ★ Pep Rally
- ★ Field Day
- ★ Movie Night
- ★ No Tardy Party
- ★ Dance Party

 **How to Help with Special Events**

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graph TD
    A((Brainstorming)) --> B((Publicizing))
    A --> C((Planning))
    C --> D((Volunteering))
    C --> E((Thanking participants))
  
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 **Advertising Events**



- ★ Make posters
- ★ Wear shirts
- ★ Post information
- ★ Update bulletin boards
- ★ Write in school newsletter
- ★ Publicize in school newspaper



Advertising RTI²-B

- Post Reminders and Share Announcements
 - Behavioral Expectations
 - Acknowledgement System
 - Team Updates
 - Upcoming Events
- Spread awareness to all stakeholders
- Work with community partners



Acknowledging Staff and Students

- Running school store or celebration
- Organizing ticket system
 - Designing tickets and logos
 - Cutting and preparing tickets
 - Providing tickets to teachers



Acknowledging Staff and Students

- ★ Create thank you cards
- ★ Drive the Happy Cart
- ★ Draw the names at raffles



Next Steps

- Think about what level to involve students
- Reflect on your school's needs
- Start small but plan for growth

Questions?

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