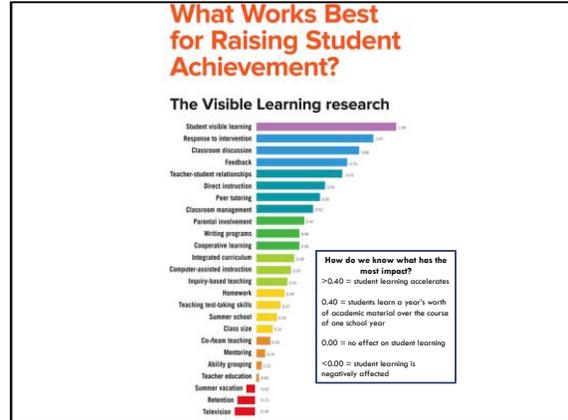


**Strengthening Relationships  
TO  
Strengthen Outcomes**

Ali Hearn, LCSW  
Midwest PBIS Network



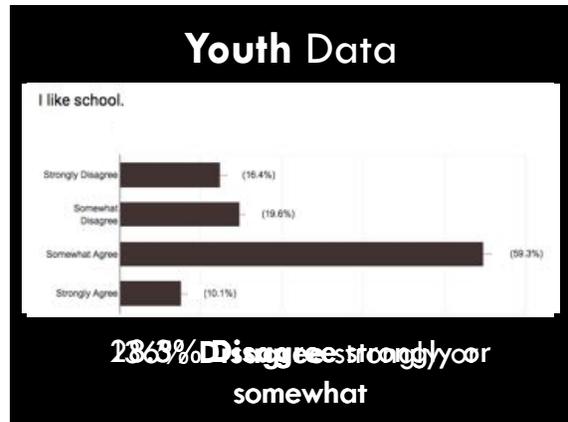
**DAKOTA** | CUSD 201

## The DAKOTA Story

(Dakota School District #201 - Dakota, IL)

### They Are Just Like You

- **Dakota** - A town of humans (just like you)
- **Enrollment**- Youth of different age levels who walk hallways and sit in classrooms (just like you)
- Superintendent and Admin who **passionately believed in meeting the social/emotional needs of ALL youth**
- Trained the **entire staff** in the district (including grounds workers, cafeteria workers, tech department, etc.)
- Struggled with **“buy-in”** and **implementation** after that...
- ...Decided to try a different approach



## Creating Their Own Vision

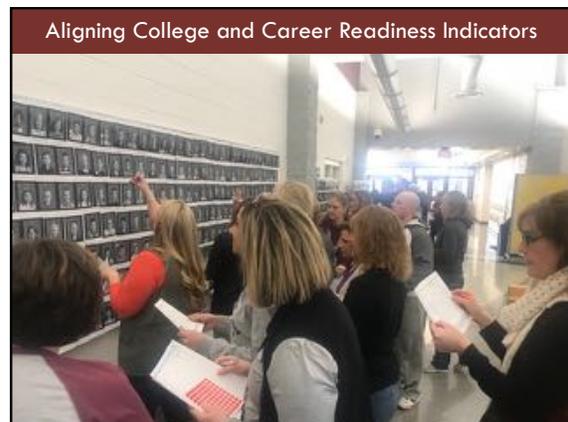
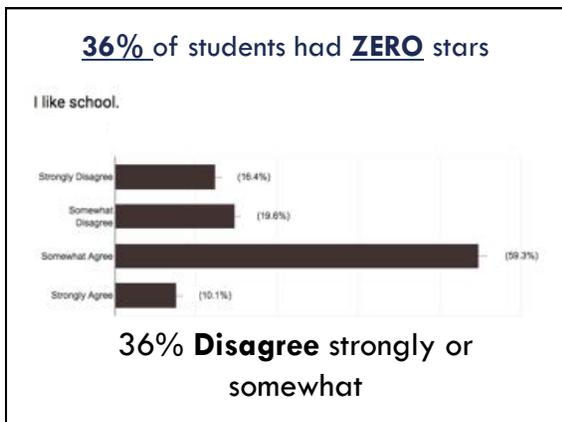
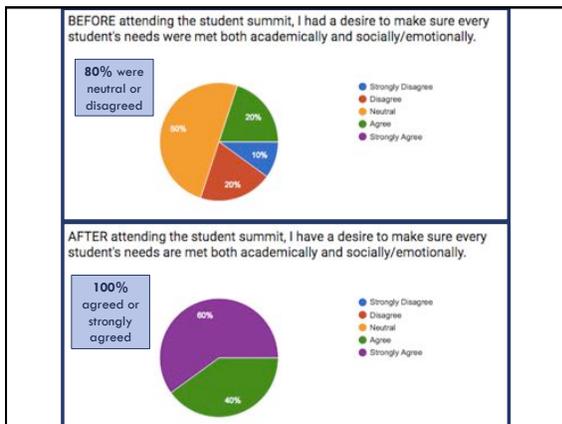
- **Bigger lockers**
- **Sleeveless shirts (PE)**
- No labeling people
- Tickets for good behavior
- Kindness Raffle
- Pace yourself with academics
- Magical
- Encourage
- Use real motivators
- Cater for lunch
- Students have more say
- Zero tolerance policy-equal A & B days
- Separate days for separate work (only have homework in certain subjects certain days)
- Vet classes
- More helpful, passionate, reliable, care about your success, thorough with explanations-teaching differentiate instructions
- No late work policies
- Friday fun day--in high school too (with choices)
- All classes together to talk about feelings, etc.
- Motivators to want to finish work-choices
- Still offer electives in addition to band, etc.
- Motivators for participation
- Start school later/end later or earlier/end earlier
- Choose prizes
- Unsupervised dances
- Pick your own prizes
- Menu you can purchase from
- **Every teacher have a cat**
- Dress code (uniforms--some ok-some loud NO's) no thinking of clothes/no judgment
- Shorts/tanks
- No exclusion from groups
- Not afraid of upper classes
- Respect all the way around
- Keep diversity of interests more **acceptance**
- **Underclassmen should be scored**
- Get along with anyone in any class
- All treated like equals
- Stop gossiping
- No manipulation
- Not being fake
- Heightened levels of awareness & emotional intelligence
- Mutual levels of respect

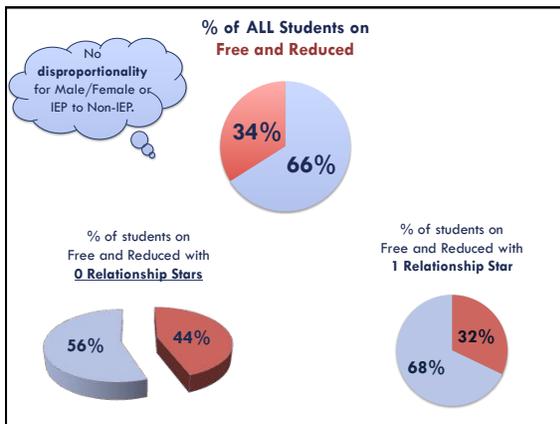
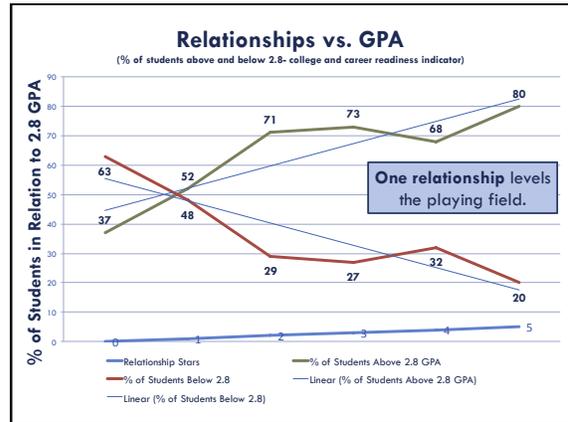
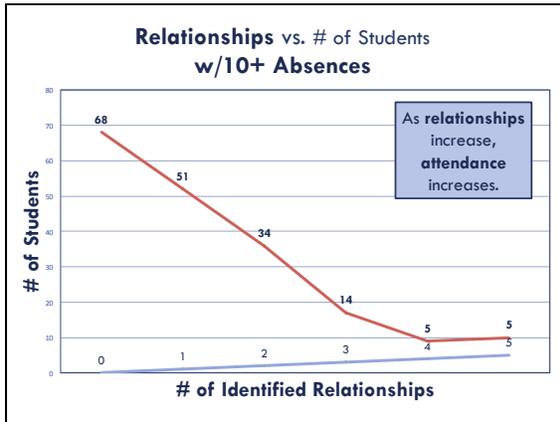
**THEIR Dreams**

Students and Staff

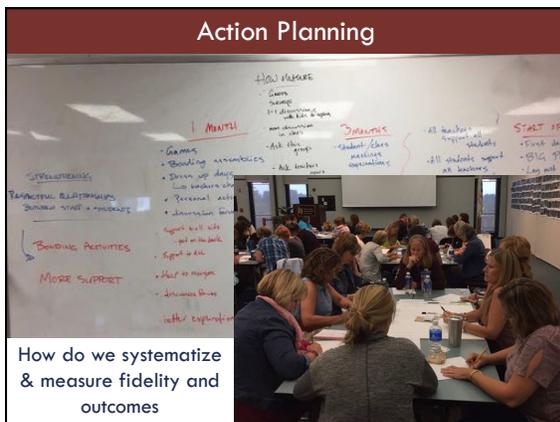
## Concrete Action Steps

1 month, 3 months, start of next school year



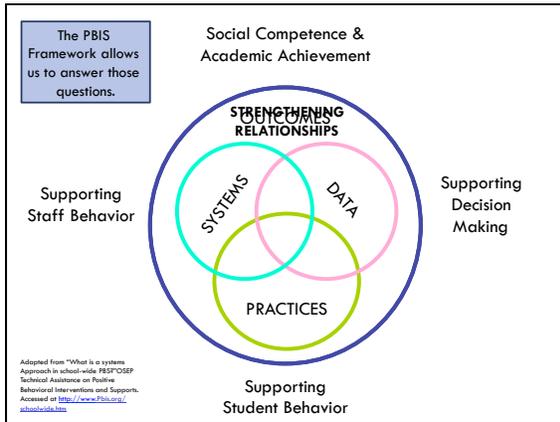


**Strengthening Relationships became a priority.**



### We need to be able to answer these questions

- What problems are we trying to address?
- What impact are we hoping to make? Outcomes?
- Which specific practices will we use?
- Who will use them?
- How will we provide professional development on how to use them effectively?
- When will we use them?
- How will we know if we are doing them "right"?
- How will we know if it is making an impact?



### Key Systems Features of MTSS/PBIS

- Expectations for high quality, research-evidence based instruction in general education classrooms
- Universal, classroom-based screening to identify need for additional support
- Collaborative implementation, development, and evaluation of interventions
- Increasingly intense, multi-tiered application of an array of high-quality, evidence-based instruction matched to individual needs
- Continuous monitoring of progress to determine impact of interventions
- Expectations for parent involvement throughout the process

**RELATIONSHIPS**

Key Systems Feature of MTSS	Dakota Considerations
<ul style="list-style-type: none"> <li>Universal, classroom-based screening to identify need for additional support</li> <li>Collaborative team-based approach to development, implementation, and evaluation of interventions</li> <li>Continuous monitoring of progress to determine impact of interventions</li> </ul>	<ul style="list-style-type: none"> <li>Using # of star stickers on student faces as a Screener to put youth into CICO (early Tier II)</li> <li>Universal team subcommittees made up of students with an adult lead</li> <li>Aligning # of stars with College and Career Readiness criteria Monitoring twice a year</li> </ul>

We need to make "strengthening relationships" more explicit... and we can!



### Be Your Best!

INDIVIDUAL BEE BUCK REWARDS		CLASSROOM BEE BUCK REWARDS	
Reward	Bee Bucks Needed	Reward	Bee Bucks Needed
Line Leader for the day	5	Game Time	15
1 <sup>st</sup> in line at lunch	10	Extra Computer Lab Time	15
Reading time in special PBIS area with Mrs. Collins	10	20 Minute Recess	20
Craft Activity with Mrs. Weber	20	30 Minutes on the Track	25
(1 time per quarter)		Surprise Activity with Mrs. Floeter	25
LOOMING with Mrs. Morris	20	20 Minutes of Appropriate Music	50
Office Helper with Miss Valerie	20	Movie and Popcorn	100
Game with a Friend with Mrs. Julie	25	Walking Field Trip to the Park	100
Teacher's Assistant for a period	25	Pizza or Ice Cream Party	300
Coloring with Mrs. Julie	25		
Conduct a Song in Music Class	25		
Uno with Miss Sandy	25		
Snapbooking with Mrs. Haylock (students should bring pictures to use, only 1 time per quarter)	25		
Friendship Bracelets with Ms. Mundis	25		
Extra Computer Time with Mrs. Seegers	25		
Try a musical instrument	30		
Extra Recess with Mrs. Julie	30		
Make juggling balls with Mrs. Julie	50		
Computer Coding with Mr. Uribe	50		
Gym Assistant for a period with Mr. Seyler	50		
Lunch with a staff member	50		
20 Minutes with an iPad in the Library	50		
Subway with Mrs. Floeter	200		
Ride in the Harvard Fire Truck	300		

BUS BUCK REWARDS	
Reward	Bus Bucks Needed
Activity in the gym with a bus driver	30
Lunch with a bus driver (Bring your own lunch)	50
Subway Lunch with a bus driver	75

Tier 2: Continuum of Supports	
Implement w/Fidelity	Enhancement Examples
<ul style="list-style-type: none"> <li>▪ <b>Check-In Check-Out</b> <ul style="list-style-type: none"> <li>▪ Caring and engaging adult in the am/pm</li> <li>▪ Delivery of <i>specific</i> positive and corrective feedback at predictable times throughout the day</li> </ul> </li> <li>▪ <b>Create social skills development groups</b> <ul style="list-style-type: none"> <li>▪ Led by trained caring adults</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Modified CICO:</b> Assigned specific facilitator</li> <li>▪ <b>Group- considerations for life circumstance</b></li> <li>▪ <b>2x10</b> <ul style="list-style-type: none"> <li>▪ Spend 2 minutes per day for 10 days in a row talking with an at-risk student about anything she or he wants to talk about</li> </ul> </li> <li>▪ Change our <b>language</b> during <i>problem solving meetings</i>- "schooltalk" (Russ Skieba)</li> </ul>

Consider how our **language** in the teacher's lounge, our **problem solving meetings**, the **parking lot**, etc. **impacts relationships...**

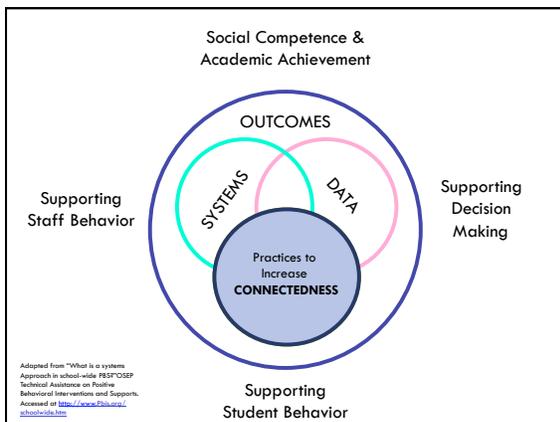
"The things people say about students in schools shape how adults think about and treat students, how students feel about themselves and their peers, and who offers students which opportunities and assistance."

(Russ Skieba)

Tier 3: Person-Centered Planning	
Implement w/Fidelity	Enhancement Examples
<ul style="list-style-type: none"> <li>▪ <b>Tier III Student/Family Team</b> <ul style="list-style-type: none"> <li>▪ Unique team chosen by the voice and choice of student/family</li> </ul> </li> <li>▪ <b>Behavior Intervention Plans (BIPs)</b> <ul style="list-style-type: none"> <li>▪ Prevention strategies that include opportunities to connect with adults in the building</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Bring in "fluid team member(s)" based off of <b>specific student/family goals</b></li> <li>▪ Add a <b>mentor</b> to a student Action Plan</li> <li>▪ Strategies matched to <b>function (adult attention)</b></li> <li>▪ Increase the <b>amount of time</b> that students spend with adults in the building</li> <li>▪ Consider Check and Connect</li> <li>▪ <b>Function-based Thinking</b> for ALL staff (to apply to their classrooms)</li> </ul>

**We can't just say "go strengthen relationships".**

Otherwise we are likely to have inconsistency in our delivery (**fidelity**) and no data to monitor progress or **outcomes.**



- ### Considerations for **Fidelity** and **Outcome Data**
- FIDELITY**
- Walkthroughs
  - Daily Progress Report cards
  - Tiered Fidelity Inventory (through relationships lens)
- OUTCOME DATA**
- Star stickers
  - Culture and Climate surveys
  - Early warning system
  - College and Career Readiness Indicators
  - Perception surveys
  - Parent surveys



## SYSTEMS

- **Team-based leadership and coordination** (District and School)
- District and School Administrator **Commitment**
- Ongoing **professional development** including **coaching** and performance feedback
- Ability to **increase dosage** as student needs increase
- Communication/input from **stakeholders**
- **Documentation and Policies**

Items in bold denote core features of MTSS  
McIntyre, K.A. Goodman, S. (2016). *Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS*. New York: Guilford Press.

## Strengthening Relationships includes:

- Teacher/Student
- Student/Student
- School/Families
- Etc.

Districts and Schools are getting **VERY** creative with strategies they are using!

**Freedom High School, PA**

- 481 Homes over 2 Days
- 30 Teachers / 50 Youth
- Welcome letter, Schedules, Tickets to first Football Game of the Season

### Expectations for Family Involvement




**FREEDOM HIGH SCHOOL**  
BETHLEHEM AREA SCHOOL DISTRICT

**“Every child who winds up doing well has had at least one stable and committed relationship with a supportive adult.”**

*Center on the Developing Child at Harvard University (2015). Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience: Working Paper No. 13. Retrieved from [www.developingchild.harvard.edu](http://www.developingchild.harvard.edu)*

How will you use **purpose and intention**



**100%**  
students with  
1+ Stars

to ensure that **every student in your building has a star...**

## Thank You for ALL You Do!!!

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