

Welcome back to Expert Instruction, the teach by design podcast where we dive deeper into the research surrounding student behavior by talking with the people implementing these practices, where they work, and and with the students they support. I'm Megan Cave. I'm Danielle Triplett. Well, here we are.

Once again, it's October.

Happy October. Yay.

I know. Hey. I was just telling Danielle, I think October has single handedly been both like a whirlwind and a time warp where like I don't know where any of the time has gone and also I wish it would go faster. It's weird.

I don't know. I Yeah. I don't know. It's taking no time and all the time.

Yeah. For me, it's conference season. So this month Yeah. I'm doing a bit of travel, going to the California PBLBS conference in Sacramento and the National Leadership Forum in Chicago. So Oh, yeah. That really fills my bucket being around, lots of people who speak this language and are doing this work.

And, you know, I'm a lifelong learner, so I love doing that.

You have something happening at the forum, don't you?

Oh my gosh. Yes. Let's tell people about that. Tell them. Thank you. Yes. We are hosting a in person.

It's our first time doing an in person community of practice, and we're really excited for that. Yeah. It's taking place on Tuesday, October twenty first.

Exciting. Yes. Really good. So if you're gonna be at the forum

Make sure to stop in Yeah.

And say hello to Danielle and all of our friends who will be at that community of practice event. So we've got lots of stuff coming up, lots of conferences. Yep. And today, we are here. And we are talking to our guests today about data decision rules.

Specifically, how can we use data to help us get students more support sooner so that we're not waiting around until a situation explodes and we need all of the time and all of the resources? We can start now. And data can help point us to that. Totally. Right. So talking to us today, we have two, new friends from North Kansas City Schools, doctor Lisa Friesen and Jamie Ferguson.

Yes. We were so excited to learn from them. Yeah. Wonderful. So doctor Lisa Friesen has been with the North Kansas City Schools for twenty two years.

She is a former elementary and high school special education teacher and is currently serving as a district instructional coordinator for MTSS.

And in that work, she's organizing and supporting academic and behavior interventions and systems K through twelve for the whole district.

Yeah. She's great. She's amazing. And Jamie Ferguson, has been part of the North Kansas City School District for the past sixteen years. She has spent she spent a lot of her career, eleven years to be exact at Linden West Elementary where she co led the tier one interventions and served on the tier two and tier three support teams there. But now she is at Oak Park High School and, she focuses her time there on academic interventions and student success through programs like Missouri Options and the Check-in Check Out intervention. She's passionate about creating equitable learning environments and helping every student find their own path to achievement.

Yes.

Yeah. We had such a good conversation with the two of them.

I was really impressed, especially, you know, when we're doing this work and talking about data and decision rules specifically at tier one. Like, it's difficult to find high schools that are really exemplars for this. So we were really, I think, fortunate to have some of our colleagues that are you know, they're doing a research project with that.

Yeah.

And they were like, you gotta touch the Lisa and And they were right.

They steered us in the right direction.

That's right.

I love talking to high school folks. They have such a real practical approach to this because who has time when you've got so many classes and so many students that are coming in and out? So I really, what I what I took away from our conversation was really the way that data play a role But also, how they bring a lot of heart to this work too.

So much.

So they know their kids.

They know the students. So the students become more than just a data point. They know what's gonna work. They know that they at least have an idea about what isn't gonna work as They've got a sense of building relationships and the important role that plays in the way that students are able to be successful with these tier two supports. So, yes, data play a role, and they'll talk to us about that. But I also want you guys to really pay attention to how they talk about their students as people.

They really do. They really care about them. You could feel that. They were really, especially at the high school, it's bigger and the stakes are higher.

Like Yeah.

Are am I gonna graduate? Do I have enough credits? Like Yeah. So that often can be the focus, but they really are like, nope. Relationships. That's why we're here and building a community and making students feel intentionally welcome and seen.

That's right.

I really picked up on that. Yeah. Yeah.

Me too. Yeah. So I just want you guys to to really listen to, the ideas that they share and how they get students more support, the way that they leverage their systems and how they aren't afraid to go back And say, oh, whoops. In order to do tier two, we actually have to improve some of our systems and practices at tier one. And so just listen and take away as many of the tidbits as they throw at us because there's a lot.

So much to learn here.

Enjoy it.

Well, Jamie and Lisa, thank you so much for joining us today.

We've cleared the schedules as much as we can, and here we are.

So today, you know, we're, we wanted to talk a little bit about the way that you all get students the additional support that they need, maybe a little bit sooner than, than would otherwise happen and maybe the ways that you use data to, to make that happen for kids. But before we dive into that topic too much, maybe you all could tell us a little bit more about where you're from, where you're where you're coming to us live from today.

That, how long has PBIS been happening in your district? How many schools are there? Just tell us the basics. Give us the rundown.

Sure. So we are North Kansas City Schools, so just north of Kansas City. But we have over we're the second largest district in the state of Missouri and have the most diverse high school in the state of Missouri as well as the the most diverse elementary schools too, over a hundred plus languages spoken in the in the district.

And we're about little under like fifty percent free and reduced, but that that's the average out of all those schools. So we have a wide range. We're about eighty two square miles. So pretty pretty large. We have four different feeder patterns that our elementaries into the middle schools and then those four high schools. So we have twenty twenty one elementary schools. We have two sixth grade centers and four middle schools and four high schools.

Got a lot you got a lot of moving parts.

We do. We do. A lot of driving around with all the schools that I go to. So, also We have so I started in this role as, like, the PBIS RTI facilitator.

And at the time, we had it was really a ground up approach. And so we had a couple elementary schools that had already been implementing. And I started in this role in two thousand nine. So we only had a couple elementary schools that were really kind of dabbling in it.

They had been working with an organization in town to to help them. And then once I came on board, we we partnered with our regional professional development center and really got the curriculum of the Missouri PBISA and and had worked with, you know, doctor Tim Lewis and his team and everybody else that that worked in the Kansas City area to tier that in. So we over those years for probably about Three to four years after that, we were tearing in more and more schools and adding middle schools as well. So we've we've Been pretty consistent k eight, and at high school has been the, like, a lot of start and stops.

But our schools have applied for the state recognition and have over a decade of of that, you know, consistency and things like that. So we Definitely the last probably, you know, twelve to fifteen years, we've we've continued to expand and try to maintain that consistency at least at at the k eight level and then really trying to to expand that to to now k k twelve. We have a district.

We've officially adopted PBISA as our district model. So now that and restorative practices, we kinda have those two as our overarching frameworks. And so now there are certain components that all schools should have regardless of, you know, where where they're at in implementation.

How long has it been district wide? Just recently?

Yes. Just since tech since last year was like the official naming of it, it's always been kind of the underlying. But Yeah. We behavior task force that really looked and refined a lot of our practices and put them all into a handbook and that was elementary the past two years and then we added secondary last year and then it went out to everybody officially this year. So just to kinda recalibrate and get everybody back on the same, especially after, you know, things that have happened over the last five years.

I don't know what you're talking about.

Jamie, you're at the high school. You speaking of high schools implementing, you're at one of the four. Yes?

Yes. I am. I'm at Oak Park Keiko.

Okay. And how long has Oak Park then been a part of this PBIS world, this this initiative?

Well, give you a background about me is I started at the elementary. So when doctor Friesen was talking about implementing PBIS, her and I had already worked together many, many, many years ago at the elementary, and I was a part of the tier one team at the elementary level who went for recognition for my building. So me coming to the high school, this is my third year at Oak Park. I had just been like, where's PBIS? Like, why? So I was talking to my supervisor, and so, like, we are now redefining it, and we, you know, we got the following year. But after going through that process, Lewis and I really sat down and and talked about how we could do better at a tier one level to really get that going to make sure, that it all flows and the systems work and build off of each other.

Yeah. And I would say that I mean, even in the I mean, Oak Oak Park was one of the schools that I worked with with previously, and, you know, they have expectations. They have the matrix. They have some of those things. But in terms of, like, really like, and it's ebbed and flowed. What I found at the high school was based on it was a little more people dependent. And so we're really trying to build stronger systems so that it's not an administrator who's really, you know?

Really passionate about it or that's a big focus or a teacher leader who who brings that. You know? And so really getting, you know, Jamie and her assistant principal and the team to build these systems. So also, you know, it's not just dependent on her and her team as well.

Yeah.

So that's something at the high school. We've really has been more that we're really trying to work on those systems so that it can continue to to exist beyond.

Certain people.

Yeah. I think that's a really common experience, though, too by, thinking that tier one is, we're doing the things. We got this. We got this. And then you go to implement something like a tier two strategy like check-in, check out, and you realize that it actually builds on the systems, practices, and data that you develop as a foundation to your tier one PBIS. And so it's interesting though to hear you all reflect on that and to see that, oh, this could probably work a little bit better if we shored up some of our systems and practices at tier one. So that's a cool reflection.

Yeah. I appreciated how you said about really developing those systems so it's not just dependent on the individual people in your building. Oh, for know that there's naturally gonna be turnover. Like, people people move in and out of roles and and buildings. And so the systems, if you build them well, that's where you can really sustain that work.

Yeah. Danielle's our systems girl.

She loves the system.

You know it.

Cool. Well, yeah, let's move let's dive in and talk more about data then because that's really our focus for the year. And so this month, we're really diving into decision rules, right, to have things that really guide us when we sit down with a team. We're not like, what do we do with this data? But we have a strategy.

We have kind of a, you know A place to get started.

Yeah. It's a starting place, a launching pad. So, we're really looking at the decision rules that are guiding how students get access to more support, and we'd love to hear about how this works in practice in both at the district level and at the high school

you're at. So tell us more about that. How does data play a role in the way students get more support?

So, at Oak Park, we are we, over the summer, talked about how to make sure our practices are are good at the tier one level. So, like, we we we redid our matrix, and then I talked about in order for us to move or know what next steps are gonna need not only for the building but for kids, we have to have data. We have to collect the data.

And so the teachers would input any type of incidents, minors or majors, and, like, at a tier one level, we will look through it of, oh, you know, the cafeteria, that's a really hot spot. You know, maybe we should, like, create videos or do reinforcements to help make sure that we truly understand, you know, what the expectation is of the building. And you can you can understand, like, well, what happened or, like, who's responsible. And so we're at a able at a tier one level to see where where the issue is in the building.

Is it the disrespect? Is it we're having issues with, you know, the cafe or the hallways or the bathroom or truancy, things like that? So then at the tier one level, we're able to, really work and redefine and bring this back to our student body to create videos of the expectations and push those out through MTSS time. And then the or adviser, I should say, as well.

Yeah. And then I, at the tier two level, look at it of from the perspective of if kids are continuing to populate on this document of what is it that they're needing. Are they, because it's across the pathway. So it's across different classrooms as well that could be put on there.

So are they having issues with being disruptive in the class? Would they benefit from a tier two intervention? Would they need a small group with share with character strong, with sissy? And so at that tier two level, then that's what we're looking at to get them more support instead of just waiting until an explosion happens or something.

Like, we're trying to be a very proactive approach about it.

Love that. That's such the heart of PBIS is really being preventative and proactive and thinking ahead to, like, where this might go and catching it early and intervening for kiddos. So Yeah. Love that.

And within that, like, we've already caught about six kids that will we're gonna start to try to get on on check-in, check out with Angus. So it's a it's a really good start. We have two going right now. And so far, the first round or, like, the first couple days were a little rocky, but then, like, that coaching, and then also already talking to a mentor with the with the student, they're already bonding and and making sure that, you know, that relationship is connected to help support the kid.

Right. Because it takes time to build those relationships. And so often, we've talked about it here In our conversations with other people, that so much of what works about these practices and these systems are the relationships that are built behind the scenes and if you want to have kids that, need some additional support succeeding in those supports, you gotta have time to build those relationships with them, for sure. So earlier is better. Hundred percent. How are your teams, set up, Jamie? Do you have, like, a a school wide, a tier one team and then, like, a tier two team, or do you is it all, like, a big mix group?

We have a tier one. So tier one is comprised of, myself and Sissy who are also at the tier two level, but then also classroom teachers in the different pathways.

Gotcha.

So then that way we have the the hearsay, of what's happening within the within the school. And then tier two is made up of, again, myself and, Sissy. Of course, Lewis is

on both of them and then our counselors. And so because our counselors go into pathway meetings as well. So, like, they have a good pulse of their students as well of what they're needing academically and behaviorally.

So is it that, so because you serve on both teams, I can imagine that that's how the communication naturally flows, that you're able to hear what the group is recommending at tier one and then take the students that have been identified over to your tier two meeting. Is that about how it goes?

Yes. Yes. It does. Yeah. And then there's sometimes where I just meet with Louis because of just the schedules and the busyness of a high school, and I'll meet with him and and talk to him about kiddos. Sissy and I will do about the same thing. And then on our tier two level, we have our school.

What is it? Social worker. So she too is in on it as well.

So And, Lisa, what is the oh, go ahead.

Lewis is the assistant principal. So Yeah. You.

Thank you. That's okay.

So you talked a little bit about, or you mentioned, matching students up with a support that would work best for them and so, how is it so when we talk about decision rules what are the rules that you cut that you look at within those tier two practices, to say oh I think this student would benefit from this intervention, what are the rules that you use, or what are the data points that you're looking at, or how how do you make those decisions?

Jamie, do you wanna talk about Yeah.

So, yeah, I can do that. So at the for the tier two for check-in, check out, we definitely look at their attendance because if they're not here at school, then a check-in, check out, it's not gonna work for them.

Yeah.

We also look for them wanting to, like, be motivated. Because within the check-in, check out, they have to create goals for themselves, and they have to be it's like they're self monitoring within class. The other part within it is it builds relationships to where it's not just one teacher, but it builds relationships throughout the school. Right. And so, with doing this last year, we had a kiddo who, kind of got embarrassed to be able to walk up to a teacher and and hand him the computer and do the checkout.

And he we were always having to, like, track him down and, you know, check on him and make sure he was doing it. And we realized that he would have benefited better for a small group or a one on one Right. Of trying to get to more, like, kind of an intimate setting to where it's not his peers looking at him, for an intervention at that tier two level versus a check-in, check out.

Yeah.

Where the other kids that we, you know, sent through or had them go through that process really benefited from it because they enjoyed, talking to their teachers.

In fact, that became one of their, like, they never realized that just greeting their teacher before walking into the classroom made such a positive impact. And so they continued that even though they had reached their goals on check-in and check out. And then we had another kiddo who was new to the district last year and even new to our building. And so to see him this year, having success, it's been awesome because he created those relationships last year and helped him become motivated of, you know, coming to class on time, having his computer ready, and doing those self regulation skills.

Nice.

Wait. So yeah. So we look at some of those referrals referral data too and, like Jamie said, the the attendance. But, like, if they're kind of in that for lack of that bubble, you know Yeah. To where they have extreme lack of attendance. But if they're they're still a little bit, you know, that might be. And then also, we're kinda looking at students who, at least for tier two, like, not the the extreme individual or there's like really big dynamic behaviors and things that we need to work through.

Students who maybe aren't you know, they're not getting a lot of their work done or they're constantly talking out and you know, like, there's just those the the behaviors that we can really try to work to have some of those replacement behaviors, but they're not so intense that we need really individualized plans. And then the other thing that's been that we've done in the past and we're trying to, like, keep going too is, like If they had because we in middle school, we have some days. So if they were successful or especially for that transition because we we do a lot, and then they get to high school, and it's like, good luck.

You know, we wanna make sure there's some of that transition. So some some kids or some kids, when they're talking to the counselor be like, I was on a check-in, check out, and this was really helpful. So once we have those systems really up and running, we can be like, great. Let's just try short time frame and just to, like, ease you into that transition.

But really looking at freshmen and sophomores especially has been So I'm working, you know, at the high school to to try to do that early intervention and get them set on a successful path. But we do need them to have be willing to to talk to an adult or, like, they you know, who we always ask them, like, who's somebody that you have a positive relationship with? So then what's that person for a check-in, check out?

Are there or do you only have one so we're trying to build some of that? But if they end up being more responsive with by a peer, you know, a peer mentor or something, then they will look at that. But we at least try to start with who would be kids who could benefit from that in check out that have a relationship with an adult in the building and that just kinda need that accountability and then look at, okay, it's not just the accountability. Like, they know what they need to do, but then I need help with more skills with how to do it. So I'm kinda looking at that that skill verse as well, and it's not always easy to pull back those layers. But some, you know, some kids, it's like, yeah, we just need you here. We want you to be here.

So Yeah.

That's an important message to send to kids too that, like, we do want you here. We care about you.

Yeah. So I'm hearing so much in what you're talking what both of you are talking about. You're you're sharing it's not just about, like, how many referrals does this student have.

You're talking about making some decisions based on a transition need from middle school to high school so that it doesn't feel like I was doing all this stuff and I felt super supported, and now I'm in this building and the bottom dropped out and I have nothing. So you're talking about knowing who those kids were and offering that transition to high school using that same intervention or those same supports, which is great. You're also talking about referrals and I feel like as you were talking about it, I could hear the word simmer, like, in my own mind, like, you can just know that there's, like, there's something going there.

It's like

It's just like a a little shake, a little shimmy shake in there.

Then After those past meetings meetings are really helpful to be like, They meet every every week.

You know? So they think one one meeting a month is more on behavior, and then the other is more or something. But it's a chance to be like, okay.

Who is who's who's simmering that needs yellow?

Yeah.

And some of that you can get from data, but like you're saying, so much of that is just the experience of being in the classroom with a group of kids. And, also, you just kinda know there's something happening. Right? Like it's just happening over here.

And so there's that piece of data, both qualitative and quantitative. You're also talking about what do we know about our students? What's their motivation here? Are they going to be embarrassed when they take something up in front of the class and ask for feedback from a teacher or would they love it?

I remember one of my girls said that there were kids carrying around their point cards, this was in elementary school so a little different, but they would carry around their point cards in school and it was like a cool thing and like everybody wanted to have a card that they could pick up to, you know, whoever and be like, okay, now you give me the smiley face, you know, or whatever it was.

And so for some students that can be like a real reinforcer but knowing your kids, like, oh, they've like you were saying, what might have benefited from just a smaller group intervention with their friends or kids that they relate to. So you're using a lot of different data points in what you're sharing with us, which is I mean, it's amazing.

It's remarkable that Yeah.

The amount of information that we carry around in our brains.

Totally. I'm also I'm really just noticed and impressed by asking kids what worked for them, especially at the high school level. They've been in school for many years, and so maybe they have experienced a small group intervention or been on check-in, check out or other things. So to just let them tell you and ask them and what's what's worked?

What are what But it feels like would meet the needs that you have.

I think such a simple and yet really important and valuable

Conversation to have. Love that.

Yeah. We have fortune of our graduate competencies that are k twelve, but especially at the high school. So it's those soft skills, and that's something that, you know, having been able to be problem solvers and take ownership and responsibility, and some of that too is just something that that, you know, they have a lot to say if we just need to ask them, right, and find out.

Absolutely.

Let's talk a little bit more about that. So tell us about how students have responded to these interventions and, what has their feedback been to you about how helpful would have you noticed and what have they told you?

So for the check-in, checkouts, we just started it last year. The kiddos, about three of them, gave us feedback of they enjoyed being on it and being able to self regulate and meet their goals within the class period. Then one of the pieces that I mentioned earlier is a simple thing of just greeting their teacher before walking in and and taking a seat.

Made a lasting impact to where, you know, it gets them talking to their teacher and seeing how their day is going as well to just kinda know what the class period is and that they are humans. Another one, it helps him regulate to Have his computer charged. That was the biggest thing is that he computer charged to be successful in class. So making sure that he we were taking steps and problem solving through that has definitely helped him for even this year.

Because when I still check on their grades and check how they're doing, they're having success in the classroom, which is is very, like yeah. It's very positive and rewarding. And then so far, we only have two kiddos, on check-in, check out right now, but they are seeming to to take away with it. Like, one of our girls is was a little hesitant at first.

She we paired her beautifully with a mentor who used to she works in our counseling, area, but she used to, like, cut hair and stuff. And so the girl much wanting to, like, be a stylist and stuff. So, like, now they have conversations, you know, about that, and she loves going in and checking in in the morning and checking out when she's when she's done. And so that pairing of building another person, another relationship versus just having sissy use our behavior interventions within our building of just having that relationship.

So it's just growing.

But that's very helpful within the grand scheme of things within the secondary because there are so many working parts and Yeah.

And people that you just if you only just stay in your one little bubble, like, you don't get to reach out and meet everybody. And so Yeah. They're definitely building those relationships of then in return, they show up to school and they have better attendance and things.

Yeah. And really, I know these are smaller numbers. We're really trying to tier this in, like, pilot it in a sense of, like, really figuring out our systems. And so we're starting with a smaller amount. We're starting with one pathway and then expanding. And so I think Oak Park's really worked on their systems to continue to add more kids as we go through the year and just this first quarter just kinda getting getting those systems back up and and running this year. One of the other high schools that is also been doing this since last year, one of the things is they were also having a couple of the kids that were really successful with it come and help mentor the other kids or just like help them get get started or talk a little bit about that because they still wanted a little bit of that, you know.

Accountable you know, but don't really blown intervention. And so we were trying to figure out some ways to, like, pull them into Support maybe a new student that's starting on it or how how they could help. So we're just kinda playing with that a little bit about what that looks like at at the high school level compared to

Yeah. I think working with high school students, you have more opportunity to really let them shine, right, and be those mentors people. I love that. I love that you really focused on that part about human connection. Just like if someone's into wants to do hair or those kind of things, like talking about that, getting to know them, really building those relationships. They feel seen and heard when they're in school. I love that.

Me too.

Yeah. Like, we need that in our lives. Yeah. Right?

Like, that's That's, yeah, what it takes.

What about the adult response? What have they noticed now that some of these supports are getting out into into the school a little bit sooner.

What have the what's the adult response been?

Well, this year, we like, what doctor Friesen was saying is we started within one pathway. And so this year, we have branched out. So it is more teachers are on board with it. And so we did a little snippet or, like, the beginning of the year, we call it, like, a little carousel to where, like, we explain what tier one is, but then I gotta tell them what tier two is and how it supports kids.

And so they were very intrigued on how to get better support with, you know, with their students in the classroom. So this year, we actually have a, Spanish teacher that's on board, and she also came to the PBIAS conference of, this past summer. And so she is actually the two students that we have on check-in, check out, she is excited to see how it helps the students within the classroom. And by going to that conference, she feels even better to be able to provide this intervention for the for the student of giving them that positive feedback within the classroom.

And then we have a brand new teacher to the building who, again, is in, like, the fine arts. And so I was just trying to be more strategic of, like, having not just the core classes of, like, math and reading, but to, like, branch it out into the other other classrooms. And so far, the teachers, it hasn't been up and running quite yet with those two kiddos, but in the past, they're excited to see what's to come. And then the teachers that we used last year, like, they're ready for for kids to come on board. Like, they It's a very seamless Intervention to where, like, they know to check on them and their goals and to give them, you know, feedback along the way within the class period to, like, help keep them on track instead of, you know, how sometimes teachers could you know, and kids can get to where, like, you're just battling back and forth. This is more of that proactive and that positive approach to them.

Sounds like you've done a lot to really create buy in amongst your staff too with this initiative, which can be really tricky at a high school level.

Yes. It can.

Yes. So kudos to you. That's that's great.

I'm sorry. Starting smaller, starting with one pathway, a couple you know, some certain teachers and then expanding from there, being able to share their experiences.

Yeah. I mean, that's what it's all about. Right? Like, it's good for for grown ups to meet with other grown ups and tell them that this is not bad. This is okay. Just in the same way that these students wanna come back and help other students and say, like, this is a cool thing that you're gonna do, and here's why it worked for me. Right?

So we all need And they always they also saw it didn't take a lot of time.

Yeah.

It was Yes.

So that was that was part of it too is that Yes. I can get feedback and, you know, it doesn't need to take a lot.

Right. It's not so much extra. Right.

Love it. Agreed.

Well, what would you share with other schools? So right now, we're talking to each other, but there are other people out there that will listen to this conversation. It's remarkable, really, the power of the internet.

There are other people out there that are like, I am doing this or wanna do more of this. So what would you what are some of your biggest lessons that you've learned so

far in implementing Tier two supports or how you incorporate data into your decisions?

What would you share with them that has worked really well and might be a recommendation for them to focus on as they move into this work?

One thing I mean, I'd say the the thing that was really helpful is is starting smaller or kinda going slow to go go fast. Yeah. And with a couple of students, it was just starting with, you know, a student that were like, hey. We we really wanna try this.

And so that that starting small and really figuring out what works in your systems, what you need. And it really was interesting, a different a little bit different take at the high school to really focus a little more on tier two first to then say, okay, what do we need at tier one? And and that is it, you know, how we did some of the others, but just and it wasn't all interventions, but it was really starting with one. And to me, that seemed to also create more of a buy in.

Like, what do we need at tier one in order to help us have a more efficient tier two? And so that was just a different approach that I hadn't really used in the past and seemed and, you know, Jamie can speak more to that coming from, you know, different experiences as well. But to me, that that seemed to to be a helpful take.

What are some of the things that stood out when you started to look at, like, oh, we're doing this, but at tier one, what were some of those things that you could have shored up a little bit more in order to make your tier two more efficient?

Well, if I'm here at the Oak Park level, it would be we hadn't revised our matrix in a while. And so going back through and making sure that when we're reading it, it's positive versus negative because sometimes that wording can make a huge difference.

Getting the signs out, like, in the hallway of, like, what hallway expectation is, put it in in the bathroom, putting it all in the classrooms, thinking him through of, like, how are we gonna reward the the good behavior of following the matrix and doing it. The Norman Nichols and the Norman Nichols Bank here are a huge success. The kids are receiving Norman Nichols for following that matrix behavior, and then they're saving them and banking them from, like, say, homecoming tickets or football game tickets and things like that.

We also have, like, the snack cart that is healthy treats and snacks on it that they can choose to use those with. So it's just reinforcing and teaching them that, you know, we see you. We appreciate you following those, you know, those directions and expectations here at school because of that, like, it's a safer environment. It's a it feels good to be here, like, for the family.

And the other things too is that data collection. That was a huge one is that we can talk about how to collect data at that tier two level and even sometimes tier three level, but what are we doing at just the tier one? And so shoring up those practices to make sure that we are collecting it and have a good pulse of the building was huge this summer to talk about.

That's really cool. I'm blown away with what you're describing. And I think that that kind of makes sense, Doctor. Friesen, what you were saying about usually we would coach people, you start at tier one, you scale up, you go to tier two and tier three.

But to kind of start at tier two and show that there's more of a need to go back and revisit your expectations and acknowledgment systems makes a ton of sense Yeah. Actually. Right? You know?

It's like Yeah. It's an interesting approach, but I could see how it really made sense.

They had some stuff, but, like, we haven't really, like, really systematized that. And so it was like, okay.

Here now here's why. Or we're getting it to the point where we have so many students that we cannot support, and so we need to figure out what what are some of those things where we can just do some reteaching of and and have some, you know, specific times to reteach that and see, okay, how many kids does that help? Or they just need that little bit and then really see that. But, yeah, it was interesting that I, yeah, I don't I wouldn't normally approach it that way, but it has seemed to be really successful with our schools that are doing this study and taking this on, and it's helping to shed some light on where are the holes or where are gaps that we need to fill at that tier one level.

Great. I think it also just really reinforces this idea that it is that each tier builds on the other. And so you can think, Oh, yeah, we're doing the school wide stuff. We've been doing it. So we should be doing tier two. And then you go and you start to implement those tier two systems and practices and collecting the data, and you realize, oh.

Oh, Yeah. Yep. We have we have more to do.

The other thing too is not only are we trying to help students, but we also have to educate our our staff. And so, like, you have said that the turnover at high school can be high. So it's also teaching the teachers of the the practices at the tier one level, of the proactive approach and and when can that take place. Because sometimes within professional development, it gets taken up by district things. And so it's figuring out the times that we can do it, on a smaller scale to be able to then help.

All of the students.

Well, this has been great. Brilliant.

Yes. I'm so excited that we get to highlight the work you're doing.

Yeah. Me too. And we always love talking with high schools. We talk to a lot of elementary school folks who are doing this work, and that is really special and important to talk about in different ways.

But the like you were saying, high schools, there are a lot of fits and starts that's not unique to your district. It's just how it is. And so anything that we can learn from you all and other schools that are doing this work is super helpful. It's informative and teaches us how PBIS interventions like check-in, check out can work at that level.

It's great. Yes. Thanks so much for joining us and telling us all your experiences and your stories. This is great.