



Behavior & Respect Tier 2 MTSS Program

Princess Diana Hasan, Marybeth Morris, Natalia Read & Kathleen Schneider

Rationale for Intervention

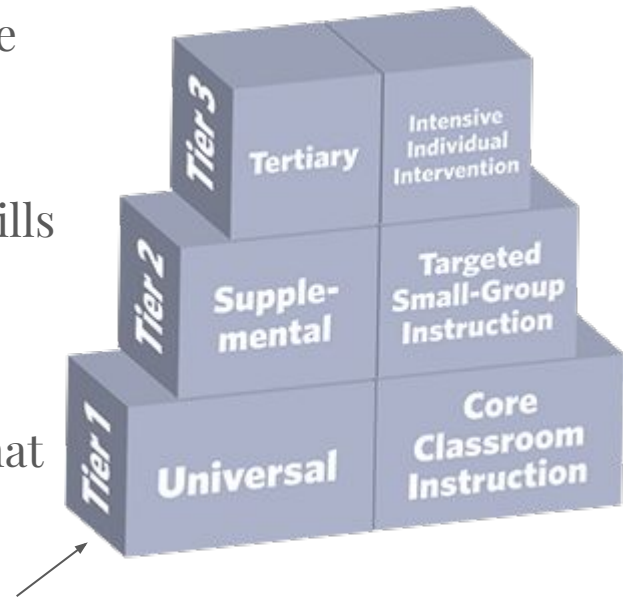
- Ensuring students are **respectful** and **have the skills** to act accordingly to behavioral expectations and make good choices is critical.
- High school students are in a difficult period of adolescence where their *hormonal fluctuations, self-respect, and peer influences can impact* their impulsivity and ability to engage in **healthy decision-making**.
- By implementing supports to students regarding *expectations* for behavior and respect, *consequences*, and *knowledge about skills* to uphold these values, students will be **set up for future success**.



Tier 1 Program

To address the behavior and respect issues we were observing take place schoolwide, the school counseling team held a behavior and respect school wide assembly to target key skills for the universal school population.

In this assembly, we discussed school wide behavior expectations, consequences, and what respect looks like to others and oneself. Following this assembly, we developed a subsequent program for Tier 2 supports.



School Demographics

Great Oak High School is a high school serving 9th–12th grade students in Temecula, CA.

- 3,082 Total Students
- 50% Female & 50% Male Gender Makeup
- 20% Economically Disadvantaged
- 1.7% Suspension Rate
 - 70 Total Suspensions in 2021–2022 SY
- 25.7% Chronic Absenteeism Rate
 - 38.5% of which were unexcused



Data Collection to Identify Students Needing Tier 2 Supports

- Analysis of disciplinary data reports and contact log reviewal in Infinite Campus
 - Suspension Reasons
- Collaboration with teachers and PBIS team about student referrals
- Reviewal of student attendance
 - Tardies & truancies
- Exploration into 504 & IEPs:
 - Behavioral & respect focused goals
 - Students with identified behavioral issues

Name	Cumulative Enrollment	Total Suspensions	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
Great Oak High	3,203	70	26	25	3	13	0	3

Tier 2 Program Implementation

Students identified to participate in this Tier 2 program, following parental consent, will meet:



- Weekly (in Intervention to not miss academic time) to go over the specifically designated, [30-minute lesson plans](#) throughout 4 weeks
- In a group setting of 6 students in the Career Center
- To learn self-management skills, making healthy choices, self-motivation techniques, and the importance of positive peer influences

Pre & Post Assessments

We will administer a pre-assessment at the beginning of the 1st small group lesson and a post-assessment with the same questions as the pre-assessment following the end of the 4th small group lesson via Google Form surveys.

Students will be asked the following:

1. On a scale of 1-4 how confident do you feel about being able to understand and manage your emotions?
2. What are some of the prolonged consequences of making poor choices with substances?
3. What is one thing you hope to improve about yourself?
4. How do you think a positive peer would act?
5. In a few of your own words, what does respect mean to you?



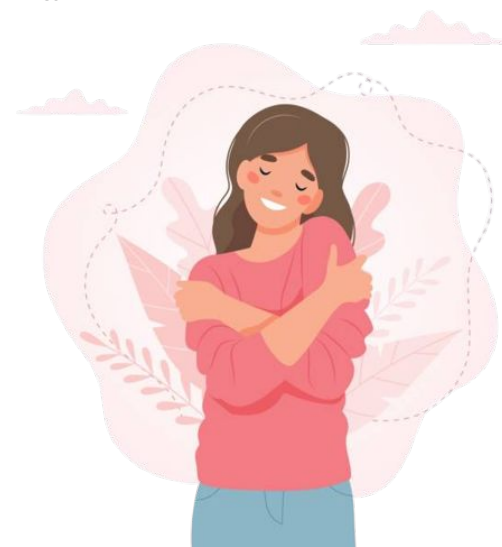
Understanding Emotions & Self-Management

- **By the end of the lesson, students will:**
 - Learn the importance of balancing their core values
 - Understand their emotions on stressors in their lives
- **Lesson Key Points:**
 - Navigate through needs
 - Focusing and coping skills
 - Perspective on life
 - Making decisions



Empowering Self: Navigating Personal Respect & Healthy Choices

- **By the end of the lesson, students will:**
 - Acquire an understanding of respect for their personal well-being
 - Develop strategies to make healthy and informed choices in all facets of their lives
- **Lesson Key Points:**
 - Self-respect and respect for others
 - Accountability for decisions
 - D.E.C.I.D.E. Model
 - Danger of substance use
 - Making healthy choices
 - Impact on behavior making abilities



Self Motivation & Self-Image

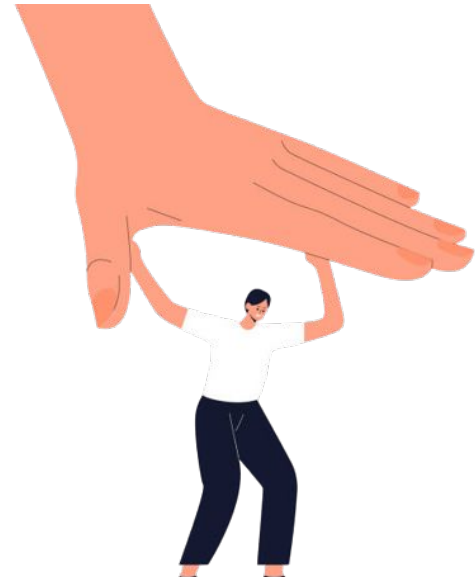
3

- **By the end of the lesson, students will:**
 - Have a positive reaction to themselves.
 - Have confidence and understand their reaction to self image
 - Be honest with themselves and change what they don't like about their image.
- **Lesson Key Points:**
 - Be honest about what they like and don't like about themselves
 - Talk about how they treat themselves
 - To be honest about how they think and feel about themselves



Peer Pressure & Important Positive Influences

- **By the end of the lesson, students will:**
 - Identify positive and negative peer influences
 - Have confidence to be true to themselves
 - Have strategies to reduce negative peer pressure
- **Lesson Key Points:**
 - Identify your core values
 - It's normal to want to be accepted by our peers
 - We have more control than we think we do



Evaluating The Program's Efficacy

- Data Monitoring
 - Infinite Campus: # of Behavior Incidents & Absences
- SMART Goal development & Reviewal:
 - 10% reduction in truancies & tardies
 - 15% reduction in Office Discipline Referrals
- Pre & Post Assessment Surveys
 - Review student responses and growth
- Teacher/Staff Collaboration
 - Collaborative meetings for feedback
- Student Individual Meeting Monitoring



References

DataQuest. (2023). *2021-22 suspension rate- Great Oak High report.*

<https://dq.cde.ca.gov/dataquest/dqCensus/DisSuspRate.aspx?year=2021-22&aggllevel=School&cds=33751920105734>

DataQuest. (2023). *2021-22 chronic absenteeism rate- Great Oak High report.*

<https://dq.cde.ca.gov/dataquest/DOCensus/AttChrAbsRate.aspx?aggllevel=School&cds=33751920105734&year=2021-22>

Thanks for listening!
Any questions?

