

# Secondary Schools Panel Discussion 1

## Introduction

Alright, well good morning. thank you very much I want to thank Tony for being here. My name is Kathleen Lane and I am now professor now at \_\_\_\_\_ and I spent 10 years at Vanderbilt where I had the opportunity to work was really phenomenal people and we're here today to kind of share experiences about how different people have designed, implemented, and evaluated comprehensive integrated three-tiered models of prevention. So all the people here today, with whom we'll be introduced in just a moment, went through a year-long training series with a team from their school and they built a three tiered model that included a primary prevention plan that had an academic component, a social skills component, and that PBIS positive behavior intervention support framework and as part of that primary plan they monitored how students were performing by looking at not only their academics but also their behavior patterns through the use of behavior screenings. They looked at their data to figure out who needed more and provided secondary support for kids that were just needed to reverse some harm and then reserve the most intense supports for children that had pretty high intensive needs either through being exposed to multiple risk factors or just not responding to primary or secondary prevention plans. So today we're talking about mostly is the basis of this pyramid in terms of the support that they offer to their students this is all free of charge it's part of how they do. Julie, go ahead and just have a seat and so what they're going to talk a little bit about today is we have four big topic areas that we are going to talk about one is about planning how they built their plan the second one they are going to talk about is how they taught it to not only their students in their building but their faculty their staff their parent community then will talk about how they did reinforcement which is probably one of the most challenging pieces and often the most fun to do and then last piece we are going to talk about is monitoring. So how they were monitoring whether or not this was working for students in their building and they'll talk to you about the behavior screeners that they did and how they analyze those data in conjunction with their academic data in attendance to see who needed more and so we're going to start by doing some introductions and if you could just a little bit about yourself light a candle tell your story My name is Laura Barnett and I'm the principal in \_\_\_\_\_ in Clarksville Tennessee and this is our first year implementing a positive behavior support program. I'm Gary Strider I'm the assistant principal at \_\_\_\_\_ I and this will be our eighth year implementing our PBS plan and don't worry you don't have to know how those big words Kathleen said to do this. and you also don't have to wear an orange tie to prove you went to UT either I am Tammy Leitner and I'm a guidance counselor at \_\_\_\_\_ this is our sixth year actually working with PBS and we are in full implementation now on our primary having a great time and working on our secondary and tertiary. My name is Chris Hughes. I was at \_\_\_\_\_ for seven years working with Gary and I was the PBS team leader physical education teacher and football coach and now I'm at Fairview high school and we're in the first year of implementing our plan there Julie Oyer. I'm the assistant principal at \_\_\_\_\_ and I think this is our fourth year it's all running together I will reiterate what Gary said that all the things that we're going to talk about today so just go slow and that you'll get to where we've gotten to you don't have to do it quickly so steadily is the course