A15 – HomeWork Lunch: An Academic & Behavioral Support for Secondary Level Students (7-12)

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Exemplar Presenter:
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Key Words: Academic, Behavior, High School, Tier II
Team-Initiated Problem Solving II (TIPS II) Model

- Identify Problem with Precision
- Identify Goal for Change
- Identify Solution and Create Implementation Plan with Contextual Fit
- Implement Solution with High Integrity
- Monitor Impact of Solution and Compare Against Goal
- Make Summative Evaluation Decision

Collect and Use Data

Meeting Foundations

www.pbis.org > Data-based Decision Making
Tiered Framework

Tier 1 -
• School & class-wide systems provided to ALL
• Prevent development of new cases

Tier 2 –
• Specialized group systems delivered with SOME
• Reduce the number of existing cases

OSEP TA Center on PBIS, 2015
Features of Tier 2

• Range of supports that are
  – Similar across students
  – Continuously available
  – Easily accessed
  – Known by staff
  – Linked with School-Wide expectations
  – Monitored using data

(OSEP, 2005)
Session Overview

• **Why** did they implement Homework Lunch?
• **How** did they do this?
  – 6 steps of the TIPS model
• **What** were the outcomes?
  – Students
  – Staff
• Lessons Learned
• Next Steps
• Resources Available
When Working In Your Team

Consider 5 Questions

- How does this compare to our priorities?
- Who would do this work?
- Where would this work live (e.g., responsibility)?
- What should we stop doing to make room for this work?
- How will we assess whether it’s (a) implemented well and (b) working?
Our School

- 1958 – 60th Anniversary
- 694 Students
- Low ICSEA School – 941
- 70% below the bench mark
- 10% indigenous students (70 Students)
- Competitive
Case for Change?

Expert Review

• Lack of a collaborative change management process.
• Inconsistent classroom practices.
• No consistent behaviour management policy.

2014 BSHS Culture Survey Level of Collaboration

A: Toxic
B: Fragmented
C: Balkanized
D: Contrived Collegiality
E: Comfortable Collaboration
F: Collaborative

Why should I put the effort in, they don’t care!

The students do no work in class!

These kids do not want to learn!
Dr Anthony Muhammad: PLC at Work

Those that CAN’T and those that WON’T
What did we do?

1. Identify the Problem
2. Identify Goal for Change
3. Identify Solution & Create Plan
4. Implement Solution with Fidelity
5. Monitor Impact and Compare Against Goal
6. Summative Evaluative Decision Collect and Use Data

Team Initiated Problem Solving (TIPS)

Team Initiated Problem Solving II (TIPS II) Model (Todd, Newton, Algozzine, Horner, Algozzine, Cusumano, & Preston, 2015).
Step 1

Identify the Problem with Precision

• Limited work completion making it difficult to work out those that ‘Can’t’ and those that ‘Won’t’.
• Large number of students do not complete work in class, which subsequently led to behaviour issues.
• Classroom learning environments were not conducive to learning.
• Team believed that by students completing the set work, an increase in learning would inevitably occur.

Increased Work Completion = Increased Learning
Step 1

Collect Data: Recording Students not completing work and Staff Survey

3 Weeks, 8 Lessons Per Week (English and Maths)

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151 Students Missed Work = 50 Per Week
Step 1

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1 4 staff over double figures

Number of Students: 5.94
Goal 1 - By the end of Week 9, staff survey results will demonstrate a trend towards 4 in all questions (includes average per teacher being reduced from 5.94).

Goal 2 - By the end of Week 9 there will be a 50% reduction in students not completing work, two or more times.
Step 3
Identify Solution & Create Implementation Plan with Contextual Fit

1. HomeWork Lunch Procedure – Staff
2. Structural Adjustments – e.g. Duty Roster
3. HomeWork Lunch Procedure – Students:
   - Link to School Wide Expectations
   - PBS Lesson and Video
   - Link to our Acknowledgement System
4. Parent Communication – Letter, Email, Newsletter, SMS and Social Media.
Link to Tier 1 School Wide Expectations

**Striving to**

- endeavours to learn by being prepared and equipped for class.
- showing respect by listening to and following instructions.
- striving to achieve by completing our classwork to the best of our ability.
- having empathy by showing acceptance and understanding.
- showing respect by putting our hand up to ask questions.
- striving to achieve by being engaged in classroom activities and staying on task.

**Classroom**

- listen to each other's opinions
- listen to and follow staff instructions
- put our hand up to ask questions
- accept and celebrate differences
- show acceptance and understanding
- acknowledge and give appropriate feedback
- seek feedback to improve
- actively problem solve
- stay on task
- complete our classwork to the best of our ability.
- ask for help when required
- are prepared and equipped for class
- use time efficiently
- are engaged in classroom activities
- complete our homework

**School Grounds**

- put litter in the bin
- report unsafe behaviour
- understand that our actions could impact upon the feelings of others
- are mindful of others when moving around the school
- remove ourselves from conflict and seek help
- keep our area clean
- use break times to prepare for next class
- participate in break time activities

**Use of Technology**

- respect the privacy of others and ourselves
- use technology and mobile phones as the teacher instructs
- use social media appropriately
- understand the impact of technology on others
- use technology for its intended purpose
- assist others
- use our time effectively
- produce our own work
- seek online resources as instructed
- are a good digital citizen
- acknowledge the work of others

**Representing the School**

- act responsibly
- thank community members
- promote a good school image
- display good sportsmanship
- care for others in the community
- demonstrate positive citizenship
- value community members
- celebrate success with the community
- support each other and our teams
- make the most of learning experiences
- actively listen to presenters
- represent the school with pride
- acknowledge the work of others

**Acknowledgement of Country**

We respectfully acknowledge the place we meet and present this information. Country was, is and always will be the lands of our First Nations people. We acknowledge the Wiradjuri People. We also acknowledge the contributions of Aboriginal and Torres Strait Islander peoples and pay respect to their elders past, present and emerging. We pay respect to the traditional custodians of this land on which we are meeting, the Narragol People.

*Kaya Nidija Noonook Wadamal Wiradjuri Boodjar Nyhina*

*ACKNOWLEDGEMENT OF COUNTRY*
1. HomeWork Lunch Procedure:

Staff

Reminded of Expectation
Feedback During Lesson
10 before end student work checked.
Complete: REAL Ticket
Incomplete: Recorded
2 or more incomplete work: SMS home,
Collected on Monday.
Not a punishment!

Painless for Staff!
### 2. Structural Adjustment: Duty Roster

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*via SMS.*
### Step 3

**3. HomeWork Lunch Procedure: Students**

**PBS Lesson**
- Matrix Expectation
- SET – HomeWork Lunch Procedure
- Tell
- Show
- Practice

**Monitoring**
- Pre-correct/Remind
- Supervise
- Feedback
- Re-teach

![Icons for Tell, Show, Do]
4. Parent Communication

- Reiterated our expectations (REAL)
- Reasons for HomeWork Lunch
- Procedure: SMS and student accountability
- Food and Toilet Break
- Not a punishment
Implement Solution with Fidelity

• Fidelity: The degree of exactness with which something is copied and reproduced.

• TIPS Sub committee met every two weeks to discuss the progress of the project and analyse the data.

• Weekly data updates linked to goals sent to all teachers involved.

• Lists of students attending homework lunch also sent out to all teachers

How effective have you been at adhering to the established routine for HomeWork Lunch?
Monitor Impact of Solution and Compare Against Goal

**Goal 1** - By the end of Week 9, staff survey results will demonstrate a trend towards 4 in all questions (includes average per teacher being reduced from 5.94).

**Goal 2** - By the end of Week 9 there will be a 50% reduction in students not completing work, two or more times.
Comparison against **Goal 1:** ‘By the end of Week 9 staff survey results will demonstrate a trend towards 4 in all questions (includes average per teacher being reduced from 5.94)’

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### Other Follow-up Questions

Do you feel Homework Lunch has been effective in improving.....

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<td>Engagement in Class</td>
<td>4.12</td>
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<tr>
<td>Last 10 Minute Of Class</td>
<td>3.65</td>
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</table>
Comparison against **Goal 2** – ‘By the end of Week 9 there will be a 50% reduction in students not completing work, two or more times.’
Comparison against **Goal 2** – ‘By the end of Week 9 there will be a 50% reduction in students not completing work, two or more times.’

**Year 8 Students - 1 & 2 Times Incomplete Work**

<table>
<thead>
<tr>
<th>Year</th>
<th>1 Time (Num Students)</th>
<th>2 Times (Num of Students)</th>
<th>Total Students Incomplete Work</th>
</tr>
</thead>
<tbody>
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<td>1</td>
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<td>9</td>
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</table>
Step 5

Comparison against **Goal 2** – ‘By the end of Week 9 there will be a 50% reduction in students not completing work, two or more times.’

**Total Students Incomplete Work: 2 or More**

- **First 4 Weeks**: 86
- **Second 4 Weeks**: 56
Step 6

Make Summative Evaluation Decision

- Intervention solved our problem.
- Can’t v Won’t
- Many other outcomes
Outcomes

2016

222

16.1

75

2019

495

16.0

82

Student Pop.

Average Num Per Week HMKL

Average Per Week Missed Work
Repeated performance or systematic exercise for the purpose of acquiring skill or proficiency.

A set of detailed methods, procedures and routines created to carry out a specific activity, perform a duty, or solve a...
System organically grows and changes as new challenges present themselves:

- Constant refinement: new data collection process.
- Build upon the intervention: What next?
- Senior School (Year 11, 2019)
Outcomes

2014 v 2018 BSHS Cultural Audit: Level of Collaboration

- A: Toxic - 0.5% (8% in 2018)
- B: Fragmented - 1% (9% in 2018)
- C: Balkanized - 5.5% (20% in 2018)
- D: Contrived Collegiality - 14% (19% in 2018)
- E: Comfortable Collaboration - 28% (21% in 2018)
- F: Collaborative - 51% (22% in 2018)

BSHS Level of Collaboration E&F Combined - 79%
Lesson Learned

• Doing the ‘Learning Together’ is the most important part.

• Problem solving leads to collaboration.

• Go slow, keep it simple to ensure the intervention is implemented with fidelity.

• It’s all about the time.

• All our students are all of our responsibility.
• Hard work in the early stages reduces teacher workload in the future.

• Data can kick-start the right conversations.

• As a leader I do not have all the answers.

• Academics and Behaviours are linked.

• TIPS process can be transferred into other contexts and meeting forums.
HomeWork Lunch Action Research Paper:
Paper written by the team outlining in detail the process and outcomes.

Includes:
- BSHS Matrix
- TIPS Meeting Process Template
- HomeWork Lunch Lesson
- Letter to Parents
Resources

- HomeWork Lunch TIPS Process (Notes)
- Weekly Data Overview for Staff
- Data Tool (can be adapted)
- Anything else of interest from the presentation, happy to assist.
  - Dainon.Couzic@education.wa.edu.au
Please Complete the Session Evaluation to Tell Us What You Thought of This Session

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1) **Mobile App:** click on “session evaluation” under the session description.

2) **Online:** click on the link located next to the downloadable session materials posted at [http://www.pbis.org/presentations/chicago-forum-19](http://www.pbis.org/presentations/chicago-forum-19)

3) **QR Code:** Scan the code here (or in your program book) and chose your session from the dropdown Menu.