**Meeting the Needs of Diverse Learners**

**Conference**

**2017**

**Positive Behavior Support in High School Settings**

**August 14, 2017**

Hank Bohanon

hbohano@luc.edu

<http://www.hankbohanon.net> (sign up for updates)

<https://twitter.com/hbohano>

<https://www.facebook.com/hank.bohanon>

Please feel free to use these materials. Please let me know if they are helpful to you and how you use them to support your efforts.

**I. Establishing an organizational plan for MTSS**

**Enduring Understanding:** Be able to identify the components of preparing staff and establishing buy-in related to school climate.

**Essential Questions:** How do you prepare systems to enhance the support in your environment (e.g., human, financial, structural)?

**Connections to the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools:**

* 1.3 The school leader/leadership team regularly calls together the school’s various constituencies (including but not limited to faculty and staff, parents, students, alumni(ae) to clarify, review and renew the school’s mission statement.
* 1.5 All constituents know and understand the mission.

****

*Note.* 9th and 10th grade students are expected to express themselves effectively and develop rules for collegial discussions and decision making when working with peers (CCSS.ELA-Literacy.SL.9-10.1 and CCSS.ELA-Literacy.SL.9-10.1b). Learning how to develop and evaluate a plan by gathering information (problem solving) is directly related to standards involving writing (CCSS.ELA-Literacy.WHST.9-10.5 and CCSS.ELA-Literacy.WHST.9-10.8). Skills related to self-advocacy (e.g., making your point effectively) are related to anchor standards for college readiness (CCSS.ELA-Literacy.CCRA.SL.1and CCSS.ELA-Literacy.CCRA.SL.4.). Addressing the key standards may be one effective way to encourage participation in self-determination supports.

Sample Interview Questions for developing buy-in (newer teams)

|  |  |
| --- | --- |
| What is going well in your school around behavior/discipline? |  |
| What are some of the barriers to teaching around discipline? |  |
| What would you like to change about your job AROUND DISCIPLINE? |  |
| Can you say anything about who, when, where, what, and why about problem behaviors and/or desirable behaviors occur in your building? |  |
| What have you liked/disliked about staff development in the past? |  |

Adapted from the work of Jim Knight by Hank Bohanon (hbohano@luc.edu) and the Louisiana PBS Project

Alternative: Participants will develop a short overview of MTSS on a napkin, they will present to colleague as though they were at a party and someone asked about MTSS.

Determine your next step.

Based on your team time discussion, list at least 2 action statements.

|  |  |  |
| --- | --- | --- |
| **WHAT NEEDS TO BE COMPLETED?** | **WHO** | **WHEN** |
| A. |  |  |
| B. |  |  |
| C. |  |  |
| D. |  |  |

**II. Healthy Team Functioning**

**Enduring Understanding:** Be able to identify and implement components of healthy teams

**Essential question:** How do you organize personnel in ways to support to enhance the support in your environment (e.g., teachers, school psychologists)?

**VT School Climate, 13 Dimensions of School Climate:**

Domain 4 Interpersonal Relationships: Leadership and Professional Relationships

**Connections to the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools:**

* 1.2 The governing body and the leader/leadership team use the mission statement as the foundation and normative reference for all planning.

Action Plan Tuesday

Status: C= Complete, I=In progress, N=Not started

|  |  |  |  |
| --- | --- | --- | --- |
| **Task** | **Who** | **When** | Status |
| **Define outcomes of core instruction** | Whomever wants to help | At some point | ? |
| **Fix bad behaviors** | Mrs. B. | By tomorrow | Hurry! |

(contact Hank Bohanon [hbohano@luc.edu](mailto:hbohano@luc.edu))

**Bad Meeting Example**

Team Meeting Friday!!!

We will be discussing the following agenda items:

• Problems

• Ideas

Meeting notes from Friday

3:00 – Two team members were present

3:15 – Two present team members realized that time and place had not been announced

3:20 – Announcement made over loudspeaker

3:40 – All 8 team members present

3:45 – Team had an in-depth discussion about the problems with the raffle system. Comments included the following:

Mr. A. and Mr. B. feel that not enough teachers are using the raffle tickets, and that we should track somehow which ones are not.

Ms. C., Mr. D. and Ms. E. all feel that teachers should do this voluntarily and should not be punished for not using it. (This discussion went on until 4:05, with no resolution, when the next issue was raised).

Ms. F. commented that many times the raffles do not happen at all because there is no system for them. Ms. G. and Ms. H. offered the idea of setting up a schedule. The team debated the pros and cons of a schedule. Mr. A feels that a schedule makes things to rigid and is a problem if someone is out sick. Ms. D. agreed. Ms. G. and Ms. H. felt it would be better than the current situation. At 4:30, Ms. H. and Mr. A. began shouting and pointing fingers at each other, at which point Ms. G. and Mr. B. stood up and called for an end to the discussion since the meetings typically end at 4:15 and more business needed to be covered.

4:30 – Mr. B. brought up the issue of having a meeting facilitator. Ms. C. told a story about one staff member who ruined a team by becoming the leader and behaving like a tyrant. Ms. D. told a story similar to that of Ms. C.

4:45 – The team agreed to disagree for the time being and set another meeting for Monday, time and place TBA.

Adapted from reality Kira Hicks, Contact Hank Bohanon [hbohano@luc.edu](mailto:hbohano@luc.edu) or <http://www.hankbohanon.net>

**Effective Meetings**

**Reflection Activity**

1. Rate the health of their teams on each item

* 1. 5 positive things are going great
  2. 1 not at all and we need to work on this
* \_\_Scheduling and communication
* \_\_Creation and use of an agenda
* \_\_Meeting begins and ends on-time
* \_\_Keeping the meeting on track
* \_\_Action plan/delegating tasks
* \_\_Meeting Participation
* \_\_Dissemination of meeting notes

For full self-assessment on teaming see <http://bit.ly/1dPG4LX>

Link to article <http://ecommons.luc.edu/education_facpubs/17/>

**Reflection:** How will you encourage your teams to meet effectively?

Determine your next step.

Based on your team time discussion, list at least 1 action statement.

|  |  |  |
| --- | --- | --- |
| **WHAT NEEDS TO BE COMPLETED?** | **WHO** | **WHEN** |
| A. |  |  |
| B. |  |  |
| C. |  |  |
| D. |  |  |

**III. Enduring Understanding**: Be able to identify ways to work smarter and not harder

**Essential question:** What are effective methods to consolidate actions and activities and ensure all tasks are aligned with our mission.

**Connections to National Standards and Benchmarks for Effective**

**Catholic Elementary and Secondary Schools:**

* 1.1 The governing body systematizes the policies of the school’s operations to ensure fidelity to mission, and continuity and sustainability through leadership successions.

**Activity:** Use the blank triangle on the following page to complete Activity:

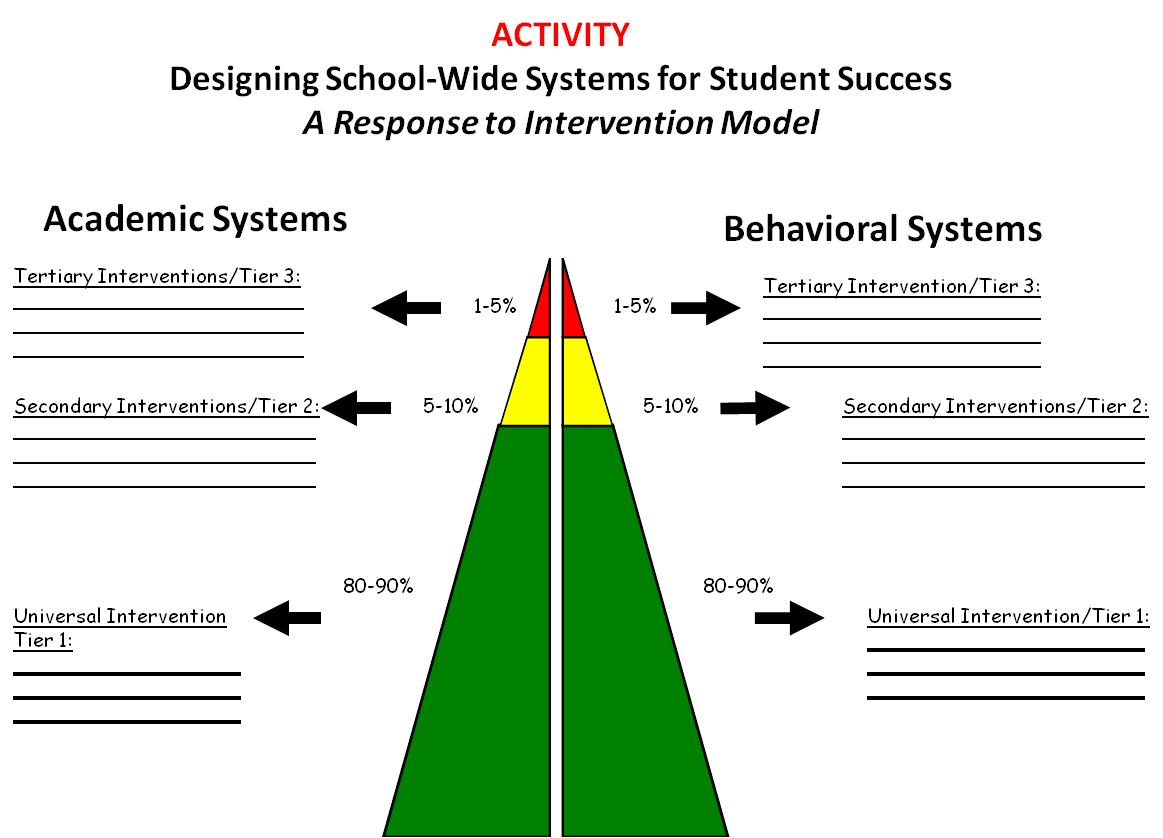
Step 1: Identify all programs/initiatives/common practices by tier

Tier I- How do you support all children? Core Curriculum- “everyone gets”

Tier II, III. How do you support students who need more support? How do you build on the foundation so that all Tier II, III activities are a natural extension of core curriculum?

Other considerations:

Can you identify outcome for each practice? How do you measure effectiveness?(Staff performance) How do monitor progress? (student impact) How do you support teachers? (staff support)How are they linked to School Improvement? (integrated approach)



Determine your next step.

Based on your team time discussion, list at least 2 action statements.

|  |  |  |
| --- | --- | --- |
| **WHAT NEEDS TO BE COMPLETED?** | **WHO** | **WHEN** |
| A. |  |  |
| B. |  |  |
| C. |  |  |
| D. |  |  |

**IV. Organizing multiple data sources**

**Enduring Understanding:** How can you use data to plan for interventions – at the beginning of the year and on-going?

**Essential Questions:** How can teams convert data to a plan of action based on fidelity and outcomes?

**Connections to the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools:**

* 5.6 The governing body engages in formation and on-going training and self-evaluation for itself and the leadership team to ensure the faithful execution of their respective responsibilities.
* 8.1 School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance

**Using Schoolwide Data (Dowdy, Ritchey, and Kamphaus, 2010):**

**Reflective question: Based on what works for using schoolwide data, where are you? What are your action steps?**

1. Establishing a team to guide planning and implementation

2. Identifying the purpose and specific goals for screening within a school settings (SEL - PLC 1)

3. Examining the utility of screening tools in light of the purposes of screening (PLC 2)

4. Selecting screening tools that are linked to goals (PLC 2)

5. Identifying available resources to provide interventions in the school settings based on screening outcomes (PLC 3)

6. Developing a specific timeline and process for data collection (e.g., action plan) (PLC 3)

7. Sharing the results with stakeholders (e.g., teachers, schools, and individual students), studying and reporting data to district level personnel. (PLC 3)

**Installation and initial implementation: Using data and preparing for your core**

|  |  |
| --- | --- |
|  |  |

|  |  |
| --- | --- |
|  |  |

If these were your data, how would you respond?

Additional Resources

My Voice Survey<http://svsurveys.corwin.com>

My favorite website for using screening data <http://www.ci3t.org>

My favorite book on using screening data – Kathleen Lane *Systematic Screenings of Behavior to Support Instruction: From Preschool to High School*

**V. Effective classroom instructional models based on universal supports**

**Enduring Understanding:** Be able to identify the components of engaging environments that prevent and address problem behavior for students

**Essential Questions:**  What are the components of effective school environments? How do these components connect with an effective instructional model?

**Connections to the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools:**

* 6.2 The leader/leadership team articulates a clear mission and vision for the school, and engages the school community to ensure a school culture that embodies the mission and vision.
* 6.5 The leader/leadership team directs the development and continuous improvement of curriculum and instruction, and utilizes school-wide data to plan for continued and sustained academic excellence and growth.
* 7.2 Standards are adopted across the curriculum, and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.
* 7.5 Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind.

**LESSON PLAN OVERVIEW**

**BIOLOGY**

**Week of September 1, Periods 1,2,4,5,7**

**By BK**

Themes: Welcome students;

Begin to set climate of class (i.e. a climate of safety and learning);

Introductions and overview of class, expectations and routines;

General introduction to science and to “science in the news”.

**Monday, 9-01**

No School - Labor Day Holiday

**Tuesday, 9-02 (modified schedule)**

1. Welcomes students.

2. Introductions - introduce self ; have students introduce the student next to them by first interviewing him/her (using prompts listed on transparency) and then introducing them to the class. *(transparency: listing interview questions*)

3. Present a general overview of the class. (refer to *transparency*).

4. Explain what supplies students are expected to bring with them daily. *(transparency: listing supplies).*

*5.* Distribute and have students complete the *student profile forms.*

5. Sign programs

{materials: transparencies; student profile form; programs}

**Wednesday, 9-03 (advisory schedule)**

1. Welcome any new students. Sign programs.

2. *Bell ringer*: have students complete a chart *[*refer to *transparency* which lists the 4 school wide areas of expectations: (1) be respectful; (2) be academically engaged; (3) be responsible; and (4) be caring.] Ask students to list the tings they can do to meet each of these areas. Then ask students to list the expectations they will have of me as teacher in each of the areas.

3. Ask students to present their lists and compile one master list for class (on easel paper)

4. Distribute and review list of class rules.

5. If time allows: Prompt students to brainstorm current worldwide science related topics. List on white paper.

Discuss each item with students prompting them to tell everything they know about the topic.

Emphasize how important science is to our every day life.

{materials: transparencies; white easel paper}

**Thursday, 9-04**

1. If # 5 from yesterday was not completed have students make a list of science related news topics as *bell ringer*.

2. Relate to theme of science in the news, show video of various news clips regarding major current science related issues occurring throughout the world. Stop and start video prompting discussion of each topic. Relate to list completed by students.

(*materials: video, vcr, TV, white sheet from yesterday)*

**Friday, 9-05**

1. Distribute Biology pre-test. Explain purpose. Have students take test. {handout pre-test}

**BIOLOGY SYLLABUS**

**Class Taught by Mr. K**

**September,**

**Course Description**

Biology is the study of living things. Scientists estimate that there are more than 12 million different species of organisms living on Earth today. These living organisms range in size from tiny microscopic bacteria to huge blue whales and towering redwood trees. Although they differ greatly in where and how they live, all living things share certain characteristics that make them different from nonliving things. These characteristics include the ability to reproduce, to grow, to develop, to use energy, and to respond and adapt to changes in the environment.

**Course Objectives:**

By the end of the school year you will be able to demonstrate a good understanding of the principles, processes and vocabulary related to the following areas:

1. Important life processes;
2. Scientific inquiry and investigation, including the scientific method;
3. The cell, including cell theory, cycle, structure, processes, growth and division;
4. Biochemistry;
5. Ecology;
6. Energy processes, including photosynthesis, ATP and cellular respiration;
7. DNA and Genetics;
8. Reproduction;
9. Classification;
10. Evolution;
11. Other current science, research and related issues;

**Required Texts, Materials, and Supplies**

Text: BIOLOGY, The Web of Life By Scott, Foresman, Addison Wesley

Materials and Supplies

(1) Notebook (3 ring binder);

(2) Pens, paper, pencils;

(3) Other items supplied by the school, I.e. colored pencils, dividers, markers, construction paper, rulers, microscopes, videos, lab materials and supplies, pictures, newspapers, journals, magazines and other scientific publications

**Class Format**

\*Bell ringers \*Lecture \*Demonstration

\*Individual, pair and group work \*Reading \*Written class assignments

\*Note taking \*Homework \*Lab activities

\*Reports (written and oral) \*Presentations \*Vocabulary work

\*Science notebook \*Interactive dialogue, discussion, debate

\*Tests and quizzes \*Research paper \*Extra credit assignments

As indicated by the above list, the class format will emphasize and incorporate reading, writing and higher order thinking skills.

**Classroom Rules and Expectations You Will:**

1. Follow the Uniform Discipline Code;

2. Follow the classroom expectations (see attached lists)

3. Maintain good attendance; **[Unexcused absences WILL LOWER YOUR GRADE**]

|  |  |
| --- | --- |
| **# of days absent**  **\*from 9/2/03 to 1/30/04** | **Highest possible grade for**  **Semester One** |
| **Less than 9** | **A** |
| **9** | **B** |
| **10 - 13** | **C** |
| **14 - 17** | **D** |
| **18** | **F** |
| \*the same policy applies to Semester 2, just change the | dates from 2/2/04 to 6/22/04 |

**Grades**

**Grades will be determined by the percentage of total points accumulated. Grades will be given as follows:**

90 - 100 A

80 - 89 B

70 - 79 C

60 - 69 D

Below 60 F

|  |  |  |
| --- | --- | --- |
| **Notebook**  **(10% of grade)** | **Performance Points**  **(25% of grade)** | **Academic Points**  **(65% of grade)** |
| Organization of all work | On time for class  Prepared for class | Tests  Quizzes |
| Neatness of papers | Behavior | Activities and projects |
| Ownership of notebook:  Evidence of individuality | Participating in class discussions and assignments | Class work and homework |

\* There will be no exceptions to the grading policy. Tardiness, cutting and inappropriate behavior will have a big effect on your grade.

\* Chapter tests and quizzes: material will come primarily from assigned readings, lecture notes, lab work, and other assignments as announced.

\* Assignments MUST be legible or they will be returned without a grade.

\* Semester tests: will be comprehensive.

\* Make-up tests: For excused absences only , must be taken within three days of the student’s return to school.

\* Late work: Work that is late, due to an excused absence or other approved reason, will be accepted within one week of the due date. Grade may be lowered one step. NOTE: If absent, it is the **student’s responsibility** to find out what he or she has missed .

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

I have read the syllabus for Mr. K’s class. I understand the content of the syllabus and agree to abide by the rules, expectations and other items outlined in it.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_

Signature Date Period

**CLASS EXPECTATIONS**

**As prepared and listed by students on in**

**Mr. K’s BIOLOGY CLASSES**

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

**RESPECT**

TREAT OTHERS THE WAY YOU WANT TO BE TREATED

Be polite to each other:

Don’t maker fun of other people

Listen to others

Respect other people’s opinions Respect other people’s belongings Don’t interrupt others Enter and leave the room without pushing or yelling

Raise your hand before talking

Follow rules

Do not disturb the class

Use proper language - No profanity - It’s not just what you say but how you say it (tone of voice, inflection)

No rude nonverbal body language - I.e. rolling eyes; slouching; loud sighing

ATTITUDE

**ACADEMICALLY ENGAGED**

COME TO CLASS WITH CONFIDENCE

Work hard

Do your best

Come prepared for class:

Bring assigned completed work

Bring needed supplies

Complete all assignments and do it on time

Be organized

Take notes

Ask questions

Listen

Participate in activities, discussions

Work with and help others

Pay attention

Come on time

Use the library

Discuss and debate

Learn how to communicate

Study

Raise your hand before talking

ATTITUDE

**RESPONSIBILITY**

TAKE RESPONSIBILITY FOR YOUR ACTIONS

Do your best

Show respect to others

Wear ID (visible)

Follow dress standard

Be on time

Listen

Listen before acting

Copy down assignments

Complete assignments

Come prepared for class

Keep track of things

Take care of books, supplies, classroom

Return supplies and other borrowed items

Help others

Attitude

BE HONEST

**TEACHER**

BE A ROLE MODEL - SET A GOOD EXAMPLE  
 Be polite

Be on time

Come prepared with completed lesson plan

Give meaningful work

Respect students

Respect the opinion of students

Be fair to all students

Treat all students equally (don’t play favorites)

Pay attention to students

Make eye contact with students

Listen to students

Listen to suggestions

Help students

Answer questions

Don’t use put downs

Don’t use profanity

Stay calm; don’t yell; control anger

Give advance notice of assignments and tests

Grade papers and tests on time

Grade “right” (fairly)

Watch body language

Maintain a clean classroom

Remember that “things go both ways”

Treat students as young adults

ATTITUDE

**BUILDING EXPECTATIONS**

**Sample Lesson Plan**

**Objective:** Students will be able to identify and demonstrate respectful behaviors in common areas when presented with a role play situation.

**Expectation:** Be Respectful

**Location:**  When talking with adults in hallways, classrooms, and assemblies.

**Activity:** Role play either with students or staff

**Why this is important:** Ask *“Why is being respectful to adults important?”*

(Sample responses include: People treat you the way you treat them, its nice, everyone is happier)

**Negative Example:**

Ask*“What does it look like to be disrespectful to adults?”*

(Sample responses include: yelling back, screaming, cursing, continue to talk)

**Positive Example:**

Ask *“What does it look like to be respectful to adults?”*

(Sample responses include: listening while others talk, using inside voice,

**Practice:**

Students practice negative example first then positive. Tell the students,

Say  *“We are going to practice the wrong and the right way to \_\_\_\_\_\_\_\_\_\_\_.” First, you are going to show us what being disrespectful looks like in \_\_\_\_\_\_\_\_\_\_\_\_\_\_. Then, we are going to practice it the right way.”*

Say *“Remember not to do anything that will get you sent to the office or sent home. Also, remember when I raise my hand you are to stop what you are doing! When I raise my hand what are you to do?”*

**How will you know they have learned the skill?**

*“OK, great job! We will be looking for these sorts of behaviors in the fall. If you follow these expectations, you will have a much better experience at Senn. Thank you and good night Las Vegas.”*

**Next Steps:** Practice or discuss other situations *“what should you do if asked for your ID in the hall?”*

**BUILDING EXPECTATIONS**

**Sample Lesson Plan**

**Objective:**

**Expectation:**

**Location:**

**Activity:**

**Why this is important:**

**Negative Example:**

**Positive Example:**

**Practice:** Students practice negative example first then positive. Tell the students, “Remember not to do anything that will get you sent to the office. Also, remember when I raise my hand you are to stop what you are doing! When I raise my hand what are you to do?”

**How will you know they have learned the skill?**

(short term and long term)?

**Next Steps:**

**Checklist for teaching expectations**

|  |  |
| --- | --- |
| **Activity for teaching \_\_\_\_\_\_\_\_\_\_\_**  **(list the expectation being taught)** | **Yes= 2 Good Start = 1 No = 0**  **Comment for additional practice** |
| Was the schoolwide expectation explicitly stated? |  |
| Was the location where the behavior is to be carried out identified? |  |
| Was the teaching method clear (e.g. discussion, role play) |  |
| Was a prompt given to discuss why this expectation was important? |  |
| Were students asked for negative examples of the expectation? |  |
| Were students asked for positive examples of the expectation? |  |
| Were the students allowed practice the negative, then the positive behavior? |  |
| Did the teacher pre-teach prompts (e.g., when I raise my hand, stop yelling), to stop inappropriate role play (e.g., show what … does not look like) and were limits of behavior set? |  |
| Did the teacher pre-teach limits for the negative role play (e.g., remember not to do anything that will get your thrown out of class)? |  |
| Were the students provided with feedback about their performance and perhaps additional practice in another situation? |  |

**Total Points:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Percentage:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PBS Consultant:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher has reached a proficiency level of 90% or better \_\_\_\_\_\_\_\_\_\_\_\_**

**Yes/No**

**Speaking and Listening Common Core**

Comprehension and Collaboration

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

Continue a conversation through multiple exchanges.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.**

Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

**SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly**

**Example Matrix:** First Day of School Laptop Roll Out and PBIS Lessons for Computer and Technology For Grades 7-12

|  |  |  |  |
| --- | --- | --- | --- |
| ***Laptops/Desktops*** | | | |
| ***SAFE*** | ***RESPECTFUL*** | ***RESPONSIBLE*** | ***STAFF*** |
| * Carry laptop with cover closed * Use a padded carrying case to take the laptop home * No food or drink | * Check out the laptop so others know you have it * Stay only in your files keeping others’ files safe * Hard drive passwords are off limits | * Keep backgrounds, screensavers, or any settings in original settings * If there is a problem with laptop report it * Personal laptops used only with permission | * Monitor, supervise, and teach appropriate behavior and safety |

Expectations of laptop care were reviewed with technology coordinator and superintendent on the first of school. Grades 7-12 were accompanied by their sponsors at different stations that covered internet, cellphone, and technology safety expectations. All staff was involved in teaching the internet safety lessons.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Laptop Checkout | Oops I broadcast it over the Internet…. | Overexposed | College Bound | Private Today, Public Tomorrow |
| 10:00 to 10:20 | 11th-12th Gr | 9th-10th Gr | 7th-8th Gr |  |  |
| 10:25 to 10:45 |  | 11th-12th Gr | 9th-10th Gr | 7th-8th Gr |  |
| 10:50 to 11:10 |  |  | 11th-12th Gr | 9th-10th Gr | 7th-8th Gr |

Ona Ebsen

School Counselor

West Boyd Public School

www.westboyd.com

Spencer, NE 68777

402.589.1333

Fax: 402.589.1142

**Student Engagement: Two ways to increase student engagement**

# (by: Hank Bohanon - see hankbohanon.net)

We are looking for ways to make things work together. A great deal of focus in school is on integrating behavior and academic support. One area that naturally bridges both is student engagement or school connection. Researchers have found relationships between academic improvement and student connections (see for really good article on this <http://eric.ed.gov/?id=EJ1007218>).

According to van Uden and colleagues, engaging students is about the relevancy of the content, the way it is delivered, and other overall climate of the class. I came across their study that included the voice of students related to this topic. These were from students at both K-12 and university levels. I thought their insights were very useful.

Two ways create engagement:

1. Simply asking a student about how their day was going was a very effective approach to engagement. One student said the teacher only had to say a few works, but they felt like the teacher cared and understood them..which was motivating..

1. Asking if you can help and give feedback. Several students said that just asking if they needed help or providing feedback about performance was “support.”

Two ways to create disengagement:

1. Asking detailed questions about the students’ life was not engaging. Many of the students said they did not want to be friends with their teachers. They just wanted the teacher to understand their perspective and if they were going through something that might require some accommodation. I once heard a teacher talk about sharing her early drug use with her students as a way to connect (not how she recovered from this), not a good plan…too much information (TMI) is not good for anyone..

1. Just handing out the work was disengaging. The students said a real turn off occurred when teachers just handed out the work without really covering it (e.g., describing, modeling). See Ferris Buellers Day Offfor more details on how to create disengagement (<https://www.youtube.com/watch?v=uhiCFdWeQfA>)

Charge and question  
To these students, engagement was not about therapy (although there is a place for therapy). It was about taking short amounts of time to ask how they are doing and asking if they needed help. There is certainly more to engagement, but this is a very efficient approach. This article if full of great quotes from students and discussion points. I would recommend it for a professional learning community or other book club. What examples you have seen of engaging students in really simple ways? The article should be available at:<http://www.sciencedirect.com/science/article/pii/S0742051X13001352>

**Acknowledging Students for Good Behaviors**

* Try to use a 4 to 1 ratio of positive to corrective comments in the classroom
* Be specific : “Thank you for being respectful and handing me your ID when I asked for it”
* Recognize students immediately after a good behavior
* Be genuine: Convey sincerity with tone of voice and body language, message, and choice of behavior to acknowledge (avoid patronizing students)
* Use vicarious reinforcement: acknowledge a student who is meeting your expectation when others are not: “I really appreciate how productive group one is being right now, you all have your books open and are taking notes”
* Make the activity relevant: If the content of an academic activity is meaningful and interesting for students, it is rewarding for them to behave well and participate. For example, for math class, allowing them to complete word problems to figure out how to save money for a video game system (Xbox, Playstation, etc.)

**Pop quiz**: What do you have available to you that would help you reinforce students in a specific, immediate, genuine way? (Hint: Think School Store)

Types of acknowledgement:

Immediate/Frequent:

Intermediate (weekly?) – homework example

Large scale, school sprit oriented (school picnic?)

**Professional Development on Redirection**

* Think off a student who is off task
  + What might they be doing that is okay?
  + If a student was in a white shirt but did not have out an ID, what could you say first before asking about the ID?
* When stopping a student in the hall, what happens when you don’t use the techniques below?
  + **Use privacy, eye contact, and proximity** when correcting
  + **Start with something positive** – what are they doing right? Or what is the student next to him doing that is right? Praise that behavior specifically.
  + **Assume the student did not know the expectation** (assume innocence until proven guilty)
  + **Use humor** – this is not sarcasm (e.g., you know, some times my arms just fly around too, are you OK now? – Is this really being safe in the hall?)
  + **Stay out of content** when you ask for something or give a direction. When the students says “why” or “who are you” then simply wait a moment and repeat the direction. You must be willing to wait it out, if not, do not use this!
  + **End with a teachable moment**, “Was that an example of being safe?” “What did you need to do instead?”
* When attempting to redirect groups, have you tried the following?
  + **Acknowledge those who are on task**. When the rest come back, thank them. The same can be done for individual students: look for anything they are doing right, and point that out. When they stop problem behavior, thank them for their self-control without having to be told (Hint: Start with something positive).
  + **Stop, wait** for instructional control, **remind and re-teach** expectations.

**Examples of PLC Schedules for Intervention**

**Adlai Stevenson High School**

• Eight 50-minute periods

• Students take six classes (50 minutes)

• Freshmen and sophomores have one study hall (50 minutes)

• Juniors and seniors passing all classes have one free period

• Freshmen have 25-minute advisory/25-minute lunch

• Sophomores, juniors, and seniors passing all classes have 50-minute lunch

**Bernice MacNaughton High School**

• Supplemental math and English classes based on proficiency assessment

• Math and science lunch labs

• RED (Remediation/Enrichment Days) after common assessments

• Directed learning for 30 minutes at end of day for study, homework completion, tutoring

• Hired full-time guided study teacher

• Seniors can carry lighter load if agree to tutor twice a week

**Cinco Ranch High School**

• Seven periods

• Freshmen must enroll in one study hall to provide time for intervention

• Intensive study skills

• Target math study hall

• Before- and after-school tutoring

* Each teacher tutors twice a week as part of duty

• Choice of detention or tutoring if fail to show

• NHS students tutor during study hall

• Progress reports or report cards every three weeks

• Online credit recovery

**Jane Addams Junior High School**

• Nine-period day, 40 minutes each, with one period reserved for lunch

• Students missing assignments are notified on Friday to go to guided study instead of lunch

• Next they are assigned to an after-school tutorial program three days per week

• Next they are removed from an elective and assigned to an intervention class for support.

• Reading Extension class for lowest readers

• 60-minute math period for remedial math students

**Lakeridge Junior High School**

• Moved from seven-period day to modified A/B block with FLEX time

• Students enroll in four 80-minute periods

• 30 minutes carved out Tuesday–Friday for FLEX time. Failing students report to mandatory

tutoring; all others provided enrichment options or free time.

• Those with continuing academic difficulty can be assigned to a double period of language

arts or math

**Monticello High School**

• Seven-period block

• Tuesdays/Thursdays—Classes begin at 9:00, periods 1, 3, 7 meet for 90 minutes, 55

minutes for lunch

• Wednesdays/Fridays—Classes begin at 9:00, periods 2, 4, 6 meet for 90 minutes, 55

minutes for lunch

• Tuesday–Friday—Period 5 meets for 55 minutes

• Mondays—Required tutorial period from 8:50 to 9:30 for any student not passing classes or

requested by teacher. Classes begin at 9:30, periods 1, 2, 3, 4, 6, 7 meet for 50 minutes, 35

minutes for lunch

• Transition and Orientation Program—Freshmen and transfer students meet in an advisory

program 25 minutes each day for first nine weeks to assist with transition into high school

• CARE Program—Tuesdays through Fridays—Students not passing classes report to tutorial

for first 25 minutes of their lunch period, 30 minutes for lunch

**Washington Academic Middle School**

• Purgatory rather than lunch

• Course deployment after each common assessment (students redistributed to teachers of

same course for intervention or enrichment). Coach, resource specialists, and aides assist.

Students reassessed. Optional for proficient students

• Required intersession for students who fail trimester

• Elective period replaced with academic seminar

• Opportunity class (small, focused class for most-resistant students)

**Whittier High School**

• Mondays—Six-period day, 48 minutes each period

• Tuesday–Friday—Modified block of three classes for 100 minutes for first five weeks

Beginning sixth week, students passing all classes with C are released after 80 minutes for

break, longer lunch, or early dismissal. Students not passing classes remain for intensive

tutoring and small-group work.

How can we enhance the components of an effective school environment?

How do we connect components with effective classroom management?

***List at least 2 Action Steps***

|  |  |  |
| --- | --- | --- |
| **WHAT NEEDS TO BE COMPLETED?** | **WHO** | **WHEN** |
| A. |  |  |
| B. |  |  |
| C. |  |  |
| D. |  |  |