

## Embedding Reinforcement of Student Behavior within PBIS for Secondary Schools

2017 Kansas MTSS Symposium

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We All  
Need  
Support



Hang in there!



Powerpoints: Enduring Understanding

Teams should be able to identify the components of developing an **effective school climate**

### Essential Question

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

### Outline

Enduring Understanding:

- Structure
- Teaching
- Acknowledging
- Engagement
- Policy/Redirection

### Thank you!

- Kansas Technical Assistance System Network (TASN)
- Beth Clavenna-Deane
- Brad Schwartz, TASN

### Thank you!

- “Systematic Analysis and Model Development for High School Positive Behavior Support” Institute for Education Science, U.S. Department of Education, Submitted with the University of Oregon. Awarded 2007. (Q215S07001)
- “Character Education: Application of Positive Behavior Supports” to U.S. Department of Education, Safe and Drug Free Schools. Awarded 2007. (R324A070157)

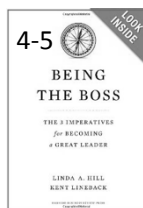
### Effective School Environments

Career Builder

### Reflection

- See Handout “Supportive Environments Quiz”
- Take the quiz

### Answers



See short example video 0-1:36; 2:17-2:32

### Classroom

Tell me about your favorite class and teacher

## Components of Effective Classroom Settings

- Maximized Structure
- Post, teach, model reinforce expectations
- Active engagement
- Variety of ways to acknowledge
  - Including success!
- Continuum of ways to respond

(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)

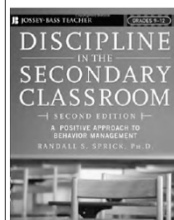
See MO PBIS Great 8 training  
<http://pbismissouri.org/educators/effective-class-practice/>

## Gallery Walk

- See each poster, add what are you doing well in one or more area – school name..
  - Structure to learning (e.g., syllabus, routines)
  - Teaching expectations
  - Engaging content – environment
  - Acknowledging (students/staff)
  - Policies and Redirection (e.g., tardy, train staff)

## What's in your syllabi?

### Critical Source Book



Sprick, R. S. (2006). *Discipline in the secondary classroom* (2nd ed.). San Francisco, CA: Jossey-Bass.

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Mark Shinn (<http://markshinn.org>)

## The Syllabus

- |                             |                         |
|-----------------------------|-------------------------|
| • Goals                     | • Materials             |
| • Contact information       | • Assignments (returns) |
| • <b>Success Traits</b>     | • Due dates             |
| • <b>Rules/expectations</b> | • Late, missing work    |
| • Activities                | • Communication         |
| • Grades/Status             | • Ending class          |
| • Procedures                | • Consequences          |
| • Entering                  | • <b>Model projects</b> |
| • Tardy/Absence             | • <b>Checklists</b>     |

Sprick (2006)/Shinn <http://markshinn.org>

See examples – <http://www.hankbohanon.net> (Resources page under "Teaching"  
 Sample first days of school for high school teacher)



## Planning

- See example
- What connections can you make for your staff?

## Teaching Expectations

*High School Football?*

## Learning through punishment

## Teaching Expectations

Key Elements

- Rationale
- Negative examples
- Positive examples
- Practice/Feedback
- Evaluate

Examples

- Staff orientation meetings
- Handbooks
- Lesson plans
- Syllabus
- Posters
- Booster sessions
- Pre-correct/remind

See lesson- Blank!! Possible Example Teaching Story 1 or Pre-Teaching Student example from football Fruita Monument Example

## Alignment

- College and Career Readiness Anchor Standards for Speaking and Listening 9th and 10th grade students (See handout)
- Social and Emotional Standards (SEL)
  - Self-awareness and self-management skills
  - Social-awareness and interpersonal skills
  - Decision-making skills and responsible behaviors

<http://education.qld.gov.au/student-services/protection/sep/>  
[http://www.isbe.net/ils/social\\_emotional/standards.htm](http://www.isbe.net/ils/social_emotional/standards.htm)

See examples from core?

	Classroom	Cafeteria	Hallway	Restroom	Office	Auditorium	Buses	Emergency Situations	Technology	
<b>Be Respectful</b>	1. Listen attentively to speaker. 2. Participate actively in lessons. 3. Work collaboratively in groups. 4. Follow directions of the teacher. 5. Take the lead and assist in group work as directed. 6. Use appropriate non-verbal cues. (SEL 1, 4, 6)	1. Listen attentively to speaker and "thank you" to server. 2. Keep your hands visible. 3. Wait your turn to be served. 4. Be courteous to staff and other students. 5. Use appropriate non-verbal cues. (SEL 1, 4, 6)	1. Walk quietly. 2. Keep hands and feet to yourself. 3. Quiet voices. 4. Be courteous to staff and other students. 5. Use appropriate non-verbal cues. (SEL 1, 4, 6)	1. Flush the toilet. 2. Use appropriate non-verbal cues. 3. Keep your hands and feet to yourself. 4. Be courteous to staff and other students. (SEL 1, 4, 6)	1. Enter quietly. 2. Use appropriate non-verbal cues. 3. Walk your turn. 4. Be courteous to staff and other students. (SEL 1, 4, 6)	1. Enter the hall, lobby and restrooms quietly. 2. Use appropriate non-verbal cues. 3. Walk your turn. 4. Be courteous to staff and other students. (SEL 1, 4, 6)	1. Select a seat and remain seated. 2. Keep hands and feet to yourself. 3. Use appropriate non-verbal cues. 4. Use appropriate verbal cues. 5. Ask and receive permission to leave. 6. Listen to others. 7. Respond to the driver. (SEL 1, 4, 6)	1. Remain quiet and calm. 2. Listen and follow directions of the driver. 3. Use appropriate non-verbal cues. (SEL 1, 4, 6)	1. Follow teacher directions for the use of technology. 2. Handle all technology with care and respect. 3. Report any damage to the teacher. (SEL 1, 4, 6)	
<b>Be Responsible</b>	1. Clean up after yourself and others. 2. Complete your work on time. 3. Use technology responsibly. 4. Take good care of equipment, materials and supplies. (SEL 1, 4, 6)	1. Wash your hands before eating. 2. Leave your area clean and tidy. 3. Be courteous to staff and other students. 4. Use appropriate non-verbal cues. (SEL 1, 4, 6)	1. Have a pass. 2. Walk with your hands and feet to yourself. 3. Be courteous to staff and other students. 4. Use appropriate non-verbal cues. (SEL 1, 4, 6)	1. Wash your hands before using the restroom. 2. Use appropriate non-verbal cues. 3. Be courteous to staff and other students. (SEL 1, 4, 6)	1. Have a pass. 2. Use appropriate non-verbal cues. 3. Be courteous to staff and other students. (SEL 1, 4, 6)	1. Follow school rules. 2. Alert adult of any emergency. 3. Help keep seats and walkways clear. 4. Be courteous to staff and other students. (SEL 1, 4, 6)	1. Help keep seats and walkways clear. 2. Alert adult of any emergency. 3. Use appropriate non-verbal cues. 4. Be courteous to staff and other students. (SEL 1, 4, 6)	1. Only allowing emergency equipment to be used. 2. Reporting any damage to the teacher. (SEL 1, 4, 6)	1. Only allowing emergency equipment to be used. 2. Reporting any damage to the teacher. (SEL 1, 4, 6)	
<b>Be Kind</b>	1. Use polite words. 2. Show respect to others. 3. Show consideration to others. 4. Be courteous to staff and other students. (SEL 1, 4, 6)	1. Use polite words. 2. Show respect to staff and other students. 3. Show consideration to others. 4. Be courteous to staff and other students. (SEL 1, 4, 6)	1. Be kind to staff and other students. 2. Use appropriate non-verbal cues. 3. Be courteous to staff and other students. (SEL 1, 4, 6)	1. Be kind to staff and other students. 2. Use appropriate non-verbal cues. 3. Be courteous to staff and other students. (SEL 1, 4, 6)	1. Be kind to staff and other students. 2. Use appropriate non-verbal cues. 3. Be courteous to staff and other students. (SEL 1, 4, 6)	1. Be kind to staff and other students. 2. Use appropriate non-verbal cues. 3. Be courteous to staff and other students. (SEL 1, 4, 6)	1. Be kind to staff and other students. 2. Use appropriate non-verbal cues. 3. Be courteous to staff and other students. (SEL 1, 4, 6)	1. Be kind to staff and other students. 2. Use appropriate non-verbal cues. 3. Be courteous to staff and other students. (SEL 1, 4, 6)	1. Be kind to staff and other students. 2. Use appropriate non-verbal cues. 3. Be courteous to staff and other students. (SEL 1, 4, 6)	1. Be kind to staff and other students. 2. Use appropriate non-verbal cues. 3. Be courteous to staff and other students. (SEL 1, 4, 6)

Aligned with Speaking and Listening Literacy National US Standards

CPS Matrix Aligned with Common Core Standards - See <http://www.hankbohannon.net>


## Sample Classroom Matrix

	Small Group Activity	Independent Seat Work	Transitions
<b>Respectful</b>	<ul style="list-style-type: none"> <li>• Listen to others</li> <li>• Accept each other's answers and opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Raise hand before talking</li> <li>• Work quietly</li> </ul>	<ul style="list-style-type: none"> <li>• Hands to self</li> <li>• Move quietly</li> <li>• Keep space between you and others in line</li> </ul>
<b>Responsible</b>	<ul style="list-style-type: none"> <li>• Follow directions</li> <li>• Stay on task</li> <li>• Stay with your group</li> <li>• Use time wisely</li> </ul>	<ul style="list-style-type: none"> <li>• Stay on task</li> <li>• Manage time wisely</li> <li>• Remain in seat unless you have permission to be up</li> </ul>	<ul style="list-style-type: none"> <li>• Put materials away</li> <li>• Get required materials ready</li> <li>• Follow directions</li> </ul>
<b>Cooperative</b>	<ul style="list-style-type: none"> <li>• Do your share of the work</li> <li>• Everyone participates</li> </ul>	<ul style="list-style-type: none"> <li>• Wait quietly if the teacher is assisting a classmate</li> </ul>	<ul style="list-style-type: none"> <li>• Leave the area clean and orderly</li> <li>• Help your neighbor</li> </ul>

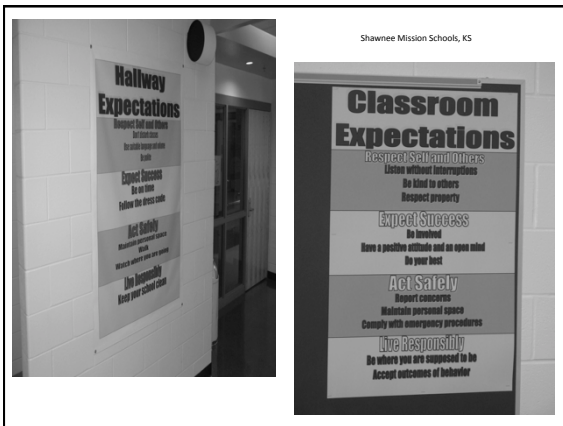
Figure 2. Classroom routines matrix Newcomer (2009)


Which of these behaviors would you like to address?



T.R.I.B.E	CLASSROOM
TRUST	<ul style="list-style-type: none"> <li>We trust you will</li> <li>Do your own work</li> <li>Put your electronic devices away</li> <li>Go where you are asked to go</li> </ul>
RESPECT	<ul style="list-style-type: none"> <li>Respect others</li> <li>Physical space</li> <li>Beliefs</li> <li>Property</li> </ul>
INTEGRITY	<ul style="list-style-type: none"> <li>Show your mistakes and learn from them</li> <li>Do the right thing even when no one is watching</li> </ul>
BELIEF	<ul style="list-style-type: none"> <li>Properly set goals and expect to achieve those GOALS!</li> <li>Support others - believe everyone can succeed</li> <li>Recognize that staff wants to help you reach your goals</li> </ul>
EXCELLENCE	<ul style="list-style-type: none"> <li>Create a game plan</li> <li>Plan</li> <li>Prepare</li> <li>Produce to the 21st degree</li> </ul>
	<p><b>JOIN THE TRIBE</b></p>

Shawnee Mission Schools, KS





**SCHOOL WIDE POSITIVE BEHAVIOR SUPPORT**

*Lesson Plan; Social Studies*

**Topic: Hall and Restroom Expectations**

Goal: To demonstrate and explain expected behaviors in the courtyard.

Objectives: Go TOR!

T – Think responsibly

O – Organize yourself

R – Respect yourself and others

S – Stay Safe

Explain how a TOR looks in the halls and restrooms:

T – Report any plumbing problems.

O – Make sure you have your signed planner.

R – Keep the areas clean; dispose of all trash properly.

S – Wash hands; flush toilet; keep moving in the hall and don't block traffic.

**Demonstrate Expectations:**

The expected behaviors for the restroom are as follows:

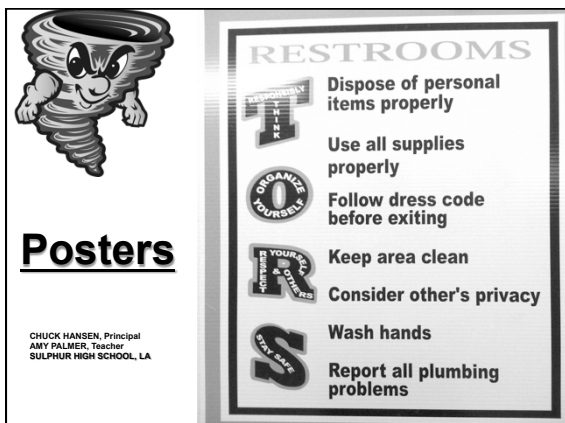
- Students will need to carry a signed planner/agenda.
- Students should flush the toilet, wash hands, and return to class in a timely manner.
- Students should report any plumbing problems.
- Students should keep the restrooms clean to prevent sanitary risks.

The expected behaviors for the halls are as follows:

- Students will keep moving along the right side of the hall.
- Students should not run in the hall.
- Students are not permitted to touch or bother other students.
- When at their lockers, students should be careful and courteous to the other students around them.

Guided practice of Expectations:  
Allow everyone to actively participate by practicing the demonstrated expected behaviors.

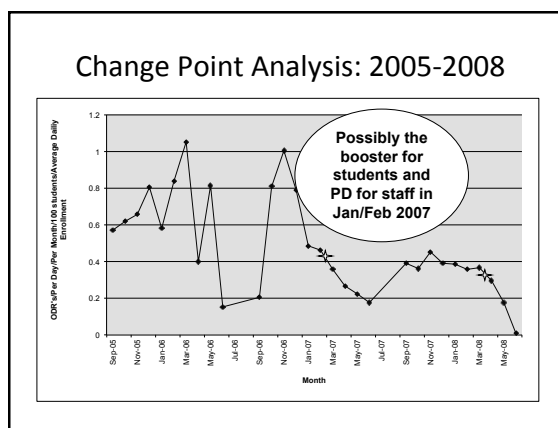
O & A:



- See Handout: Matrix for Laptops and Desktops

### Prepare your staff

- <http://vimeo.com/14818677> and Huntsville Cafeteria video
- See check list in handbook, what did you see?
- 2 minutes..What does PBS look like...
- *How are you teaching expectations?*



### Planning

- See example lesson plans on website
- How are you going to prepare your staff to teach expectations?
- What types of behavior? What times of year to teach?

### Acknowledgement

*Cheerleading Video?*

### Earned this bag on SW...



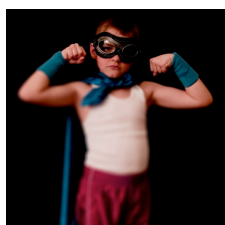
### Acknowledgement...

- As part of schoolwide approach, can lead to improved performance
  - Improved attendance (de Baca, Rinaldi, Billig, & Kinnison, 1991).
  - Reductions in discipline problems (Bohanon et al., 2012)
- Functional outcomes are important
  - Relevant curriculum
  - Social connection (Dunlap, Foster-Johnson, Clarke, Kern, & Childs, 1995).

### Other Advantages of Praise



Decreases in emotional exhaustion



Higher efficacy

Reinke, W. M., Herman, K. C., & Stormont, M. (2013).

Photo by Josh Thompson

### Video

- See examples of why this is important
  - One page document “Acknowledging Students for Good Behaviors”
  - Cool tool
  - *What are you doing around acknowledgement?*
  - *Zappos example?* See short example video 0-1:36; 2:17-2:32

### High Frequency

### Buzzy Buck



## Teacher Rewards Program




Tonya Ryder, Assistant Principal  
Selena Gomez, Graduation Coach / Teacher  
Oberlin High School, LA

- 2 – Soft Drink
- 3 – Candy Bar
- 5 – Preferred Parking
- 8 – Free Lunch
- 10 – No Bus Duty
- 15 – No Morning or Lunch Duty
- 20 – Extra Planning Period

## Positive Behavior Reward Days

<p><b>1st 6 Weeks</b></p> <p>Aug. 24 Blue Jean Day Aug. 31 Flip-Flop Friday Sept. 7 Jersey Day Sept. 14 Brain Freeze Day Sept. 21 Hat Day Sept. 28 Sunshades Day Oct. 5 <b>1st 6 wks Reward Day</b> Homecoming JEAN DAY 3rd &amp; 4th Hr. – Tailgate Party (Hamburgers/Chips/Soda)</p> <p><b>2nd 6 Weeks</b></p> <p>Oct. 12 Slipper Day Oct. 19 Crazy Sock Day Oct. 26 College T-Shirt Day Nov. 2 80's Day Nov. 9 <b>2nd 6 wks Reward Day</b> JEAN DAY 1st Hr. – Karaoke/Face Painting Cinnamon Rolls</p> <p><b>3rd 6 Weeks</b></p> <p>Nov. 16 Jean Day Nov. 30 ANV Color T-Shirt Day Dec. 7 Cannon Day Dec. 14 Christmas Decoration Day Jan. 11 Career Day Jan. 16 <b>3rd 6 wks Reward Day</b> JEAN DAY 2nd Hr. – Popcorn Party</p>	<p><b>4th 6 Weeks</b></p> <p>Jan. 25 N/A Day (Any N/A, T-shirt or jersey) Feb. 1 Hat Day Feb. 8 Jean Day Feb. 15 Slipper Day Feb. 22 Top Day (All BLUE and GOLD) Feb. 29 <b>4th 6 wks Reward Day</b> 5th Hr. – Fun Activities in Gym (VH, Hula Hoop, Sumo)</p> <p><b>5th 6 Weeks</b></p> <p>Mar. 7 Cannon Day Mar. 14 Jean Day Mar. 20 Crazy Sock Day Apr. 4 Aloha Day Apr. 11 College T-Shirt Day Apr. 18 <b>5th 6 wks Reward Day</b> 6th Hr. – Jump Day Inflatable Slides/Races</p> <p><b>6th 6 Weeks</b></p> <p>April 25 Jean Day May 2 Flip-Flop Day May 9 Retro Day (70's day) May 16 <b>6th 6 wks Reward Day</b> SPRING FLING (Awards Day) TBA</p>
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CHUCK HANSEN, Principal  
AMY PALMER, Teacher  
SULPHUR HIGH SCHOOL, LA



### DEPOT

Tuesday & Wednesday 7:10-7:40  
Friday 2:45-3:15

sweatshirt 20.00	beanie hat 3.00	T-shirt 10.00/8-BB
Pencil 0.50/4BB	Lanyard 3.00/3BB	
Pen 1.00/3BB	White 2" binder 4.00/5BB	Set of 8 dividers 2.50/3BB
#1 Pencil 0.75/4BB	Generic Click Pen 1.00/2BB	
Beanie baby hornet 2.00/4BB	Mini Hornet key chain 3BB	
Nike Notebook 3.00/5BB	Eraser 0.25/3BB	Sketchbook 5.00/6BB
sports bag 15.00/12BB	Leather bag 12.00/10BB	Bell black/green 6.00/5BB
canvas backpack	Leather bag 12.00/10BB	canvas backpack
Leather bag 12.00/10BB	Bell black/green 6.00/5BB	canvas backpack
Plain 2-pocket folder 1.50/3BB	Logo 2-pocket folder 2BB	Logo 2" binder 3BB
flip top bag 12.00/10BB		

There are items that can only be purchased with either BB or Money Cash only!!


### DEPOT

ITEM	Redeemed with Buzzy Bucks	Dollar cost
Logo folder	2	Not redeemable with cash
Logo sweatshirt	15	21.00
Logo t-shirt	3	10.00
Logo 2" binder	3	3.00
2-pocket folder	1	0.50
3-pocket folder	2	1.00
Eraser	4	1.00
Mini hornet	3	Not redeemable with cash
3-pocket folder	2	2.50
3-pocket folder	4	4.00
3-pocket folder	10	12.00
3-pocket folder	8	8.00
3-pocket folder	10	8.00
3-pocket folder	10	10.00
3-pocket folder	8	5.00
Bell backpack (18 & 22)	3	3.00
Leather backpack	10	10.00
#2 pencil	1	0.75
Beats	2	1.00
White 2" binder	3	4.00
2-pocket folder	3	2.50
Nike notebook	3	Not redeemable with cash
Pen folders	1	1.50
Eraser	2	0.75
Sketchbook	6	5.00
Rulers	3	2.00
Pencil sharpeners	3	1.00
3-pocket folder	40	50.00
3-pocket folder	25	35.00
3-pocket folder	35	45.00

Store Hours:  
7:25am - 7:40pm  
2-4pm - 3:00pm

Intermediate

### Kudos From Timber Creek



This has been recognized for:

WOLF ETIQUETTE

Think Responsibly  
 Come Prepared  
 Have Respect  
 Show Self-Control

Your Student: \_\_\_\_\_

Timber Creek High School  
1001 Aviation Park Blvd  
Orlando, FL 32828

To: \_\_\_\_\_

Timber Creek High School  
1001 Aviation Park Blvd  
Orlando, FL 32828

Timber Creek High School, FL, JOHN WRIGHT, PRINCIPAL



### CONGRATULATIONS!!!

**DIVISIONS:**  
Freshman div. 132 Mr. W  
Sophomore div. 040 Mr. J & Ms. M  
Junior div. 903 P  
Senior div. 816 Mr. W

YOU WERE ONE OF THE TOP DIVISIONS OF YOUR CLASS WITH THE LEAST NUMBER OF LOANER SHIRTS CHECKED OUT FOR THE MONTHS OF November and December!

Be Appropriate and be in uniform; was our school wide goal for November and December!

Thank you for your dedication to making this a PARR-FECT and APPROPRIATE school!

We will be having a large Pizza party for you this Thursday January 17<sup>th</sup> at 11:00am!

In the social room following finals students **MUST** have their ID's on to gain entrance to the party!

### Gold and Silver ID Cards



### Ron our Liaison



Jody Mimmack, PhD Fruita Monument High School, CO

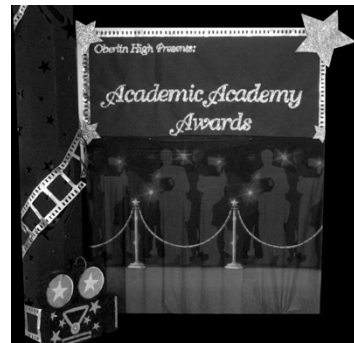
### Large Scale

### 1<sup>st</sup> Six Weeks Party –



CHUCK HANSEN, Principal  
AMY PALMER, Teacher  
SULPHUR HIGH SCHOOL, LA

### A Night in Paradise...



Tonya Ryder, Assistant Principal  
Selena Gomes, Graduation Coach /  
Teacher  
Oberlin High School, LA

### Teacher earns vacation



Timber Creek High School, FL, JOHN WRIGHT, PRINCIPAL

### Freebies

- [http://www.kipbs.org/new\\_kipbs/familyInfo/freebies/](http://www.kipbs.org/new_kipbs/familyInfo/freebies/)

### Certificate of Appreciation

#### Teaching Spartan of the Month

In recognition of excellence in teaching, \_\_\_\_\_ is awarded this certificate for devotion to the students, commitment to learning, and dedication to the core values of R High School.

\_\_\_\_\_  
Date

\_\_\_\_\_  
, Principal

R324A070157

### Reflective Question

- How are you/can you encourage staff to implement student/staff behavior recognition?
- Think through levels of acknowledgment for students and faculty.

### Engagement and Opportunities to Respond

Non-example – Ferris  
Jeff Bliss Video Example

### Quiz

What percentage of the American workers consider themselves engaged at their jobs?




31.7 %


(Gallop, 2015) <http://buff.ly/1Gna5NO>

Photo from Flickr Creative Commons

### Instructional/Emotional Support




Laughing with students




Out of desk greeting

Failure rates from 17% to 11%



Ask about events



Ask "why"?

Allen, Gregory, Mikami, Lun, Hamre, & Pinata (2013)

### Student Engagement

- Webinar on using data to improve student engagement <http://fb.me/4vHawmKtz>
- Webinar for increasing student engagement through real world projects <http://bit.ly/1K5ZpIN>
- Assessing school climate webinar <http://bit.ly/1IRJgBH>
- Online survey: student hope, engagement, belonging, and classroom management... <http://fb.me/2bX9tbQh4>
- Teaching algebra in middle and high school <http://buff.ly/1CqNf2c>

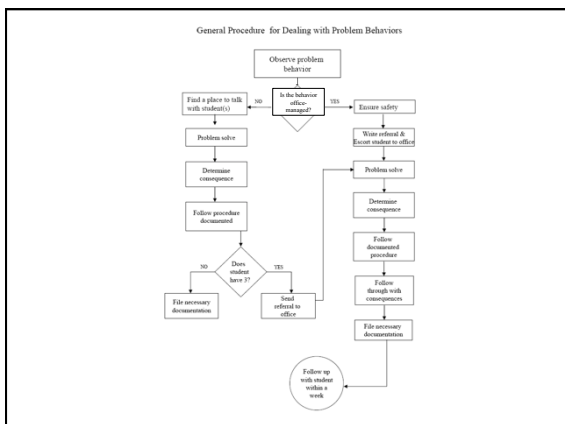
### Example

- *What connections do you make with behavior and your instructional model?*
- Schoolwide examples  
<https://www.youtube.com/watch?v=y0H5X6Z1gzA>
- See example, how is this teacher preventing problem behavior through engagement?  
– See steps in handout (see video up to 2:43)  
– <https://www.youtube.com/watch?v=ztUPV7ayQI>

### Redirection and Active Supervision

JcPenny's does this very well

How some mom's handle the pressure video – Whitney Young



#### Teacher vs. Dean vs. Attendance Managed Behavior

Teacher Managed Behavior	Dean & Attendance Office Managed Behavior
<b>Attendance to class:</b> <ul style="list-style-type: none"> <li>• Teacher reports on IMPACTs</li> </ul>	<b>Note:</b> All Behaviors below are either outside the teacher's control or are safety issues that need office attention right away.
<b>Tardy to class:</b> <ul style="list-style-type: none"> <li>• Teacher reports on IMPACTs</li> </ul>	<b>Attendance Office</b> <ul style="list-style-type: none"> <li>• Cutting class(es)</li> <li>• Excessive tardiness to class/school</li> <li>• School Attendance</li> <li>• I.D. (safety issue)</li> </ul>
<b>Behaviors to be logged by teacher:</b> <ul style="list-style-type: none"> <li>• Excessive talking</li> <li>• Insubordination</li> <li>• Off task</li> <li>• Passing notes</li> <li>• Drinks/food</li> <li>• Headphones</li> <li>• Cell phones</li> <li>• Missing homework</li> <li>• Not prepared for class</li> <li>• Inappropriate language</li> <li>• Dishonesty</li> <li>• Dress code</li> <li>• Cheating/Plagiarism</li> </ul>	<b>Generally, all attendance matters are handled by the attendance office. Non-attendance behaviors are referred to the dean.</b>
<b>Note:</b> All behaviors listed above become office managed behaviors after repeated violations and after teacher has tried to resolve the matter first in the classroom and with parents. See behavioral strategies sheet as a suggestive guide. If behavior becomes aggressive and SEVERELY DISRUPTS CLASSROOM INSTRUCTION, it becomes a matter for the dean. Teacher notifies repetitive behavior violations.	<b>Deans Office:</b> <ul style="list-style-type: none"> <li>• Repetitive minor offenses, (Accompanied by log)</li> <li>• Fighting</li> <li>• Vandalism</li> <li>• Verbal/Physical Threat</li> <li>• Gang Representation</li> <li>• Drug Violation</li> <li>• Arson</li> <li>• Hallway Disruption</li> <li>• Harassment (Sexual/Bullying)</li> <li>• Assault</li> <li>• Weapons</li> </ul>

McClatchy Students Video, Dean?


What is all of this tardy business?

Definition of ON TIME:


Student is 100% through the threshold of the classroom before the second bell rings.

INAPPROPRIATE entrance to class:

Be at post  
Escort students  
Brief interactions  
(Johnson-Gros et al., 2008)



Appropriate way to enter the classroom:




See article about hallways @ <http://hankbohanon.net> on publications page

### Support Staff: Preventing and Responding

- Teach skills for prevention
  - Good classroom instruction
  - Non-classroom settings
- Teach skills for redirection
  - Classroom
  - Non-classroom settings
- See Handout “Professional Development on Redirection”

### Videos



What does PBIS Look Like? – Active Supervision..openning Redirection examples 6.12 mins  
<http://vimeo.com/14818677>

### Videos

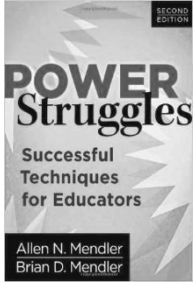
- Michael Kennedy
- <http://vimeo.com/14818677>
  - See What does PBIS Look Like? – Opening, Redirection examples 6.12 mins
- Other tools

### Resources

- Year-at-a-glance
  - [http://www.hankbohanon.net/Resources\\_1.html](http://www.hankbohanon.net/Resources_1.html)
- Training script for booster for staff
  - [http://www.hankbohanon.net/Resources\\_1.html](http://www.hankbohanon.net/Resources_1.html)

### Strategies

- Mendler, A. N. & Mendler B. D. (2011) *Power struggles: Successful techniques for teachers*. Bloomington, IN: Solution Tree.



## Classroom Management

- Knoster, T. (2013). *The Teacher's pocket guide effective classroom management* (2<sup>nd</sup> Ed.), Baltimore, MD: Paul H Brookes



## Addressing Tardies

- Start on Time!
- Randy Sprick



[http://www.safeandcivilschools.com/products/program\\_previews.php](http://www.safeandcivilschools.com/products/program_previews.php)

## Student Engagement

- Webinar on using data to improve student engagement <http://fb.me/4vHawmKtz>
- Webinar for increasing student engagement through real world projects <http://bit.ly/1K5ZpIN>
- Assessing school climate webinar <http://bit.ly/1IRJgBH>
- Online survey: student hope, engagement, belonging, and classroom management.... <http://fb.me/2bX9tbQh4>
- Teaching algebra in middle and high school <http://buff.ly/1CqNf2c>

## Preparing Your Teams

- How will you prepare your staff?
- See examples and action plan

## Where are you?

- Complete
  - Classroom management self-assessment
  - [http://www.pbis.org/pbis\\_resource\\_detail\\_page.aspx?Type=4&PBIS\\_ResourceID=164](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=164)
- Free training on active supervision (limited time only)
  - [https://www.irised.com/freecourse&utm\\_source=IRIS+Educational+Media+Mailing+List&utm\\_campaign=9d73acd430-FREEding\\_SysSupvElem\\_8\\_5\\_2014&utm\\_medium=email&utm\\_term=0\\_cb7ab95a8b-9d73acd430-291122974e-U-UcUPi6v5a](https://www.irised.com/freecourse&utm_source=IRIS+Educational+Media+Mailing+List&utm_campaign=9d73acd430-FREEding_SysSupvElem_8_5_2014&utm_medium=email&utm_term=0_cb7ab95a8b-9d73acd430-291122974e-U-UcUPi6v5a)

## Videos

- Michael Kennedy <http://vimeo.com/channels/129830>
  - Fruita Monument
  - Consistent
- Scott's Pride <https://sites.google.com/a/ddouglas.k12.or.us/scotspride/>

## Finding more plans

- Sample Lesson plans
  - <http://www.pbismaryland.org/>
  - <http://www.hankbohanon.net>
- More Video Example
  - <http://vimeo.com/groups/pbisvideos>

## Other Supports

- Defusing Disruptive Behavior in the Classroom
  - Geoff Colvin  
[http://www.lookiris.com/store/K-12\\_Professional\\_Development/Defusing\\_Disruptive\\_Behavior\\_in\\_the\\_Classroom/](http://www.lookiris.com/store/K-12_Professional_Development/Defusing_Disruptive_Behavior_in_the_Classroom/)
- Classroom management training
  - <http://pbissmissouri.org/class.html>
- The FAST Method
  - [http://www.lookiris.com/store/K-12\\_Professional\\_Development/The\\_FAST\\_Method\\_ONLINE/](http://www.lookiris.com/store/K-12_Professional_Development/The_FAST_Method_ONLINE/)

## Other Supports

- IRIS Online Modules
  - <http://iris.peabody.vanderbilt.edu/resources.html>
- **Rti Action Network Article Behavior and Academics**
  - <http://www.rtinetwork.org/Learn/Behavior/ar/Integrating-Behavior-and-Academic-Supports-Within-an-Rti-Framework-General-Overview>
- National Center on PBIS
  - <http://www.pbis.org>
- Association of Positive Behavior Support
  - <http://www.apbs.org>
- CASEL – SEL Center
  - <http://casel.org/>
- Direct behavior rating
  - <http://www.directbehaviorratings.com/cms/>

## Summary

- What is one thing you can do, that would make everything else more effective for your school(s) related to the school environment?

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