

Implementing MTSS for Behavior in High School Settings

Montana Behavior Initiative Summer Institute
2017

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We All
Need
Support



Hang in there!



Powerpoints: Enduring Understandings

Prepare our **staff** for implementation

Help our **teams** work together

Be efficient and effective with our **time**

We need to **use data** to plan for interventions

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

Essential Questions

- How do you **prepare systems** to enhance the support in your environment
- How do you **organize personnel** in ways to support to enhance the support in your environment
- What are effective ways to **encourage teams** to work together efficiently and effectively?

Essential Questions

- What are effective methods to **consolidate actions** and activities
- How can teams convert **data** to a plan of action
- What are the components of effective school environments? How do these components connect with an **effective instructional model**?

Outline

Enduring Understanding:

- Prepare your staff
- Develop teams
- Prioritize efforts
- Organize multiple data sources
- Select effective instructional models

Essential Questions

- How do you organize systems around a clear purpose for improvement?
- What are effective methods to ensure all tasks are aligned with your mission?

Essential Questions

- How do you organize personnel in ways to support/improve your environment?
- How can teams convert data to a plan of action?
- What are the components of effective school environments?

Thank you!

- Montana Behavior Initiative (MBI)
- Susan Bailey-Anderson, MBI
- Walt Chancy, Capital High School
- Keith Hoyer, Belt High School
- Joe Moriarty, MBI
- Jim O'Neill, Butte Public Schools





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)

Key Principles

When did you get in trouble when you knew better?

MTSS: 4 Domains of School Climate

Safety	Physical Environment	Teaching and Learning	Interpersonal Relationships
 <ul style="list-style-type: none"> Behavioral Expectations Health & Wellness Expectations Sense of Physical Security Sense of Social-Emotional Security 	 <ul style="list-style-type: none"> School Connectedness & Community Engagement Physical Surrounding 	 <ul style="list-style-type: none"> Support for Learning Social Skills Development Student Engagement & Self-Direction 	 <ul style="list-style-type: none"> Respect for Diversity Social Supports for Students Leadership Professional Relationships
(Vermont Agency of Education, Accessed July 27, 2016)			

Key Principles



Schoolwide



Schoolwide



Incidental Benefit



Punishment



Reinforcement



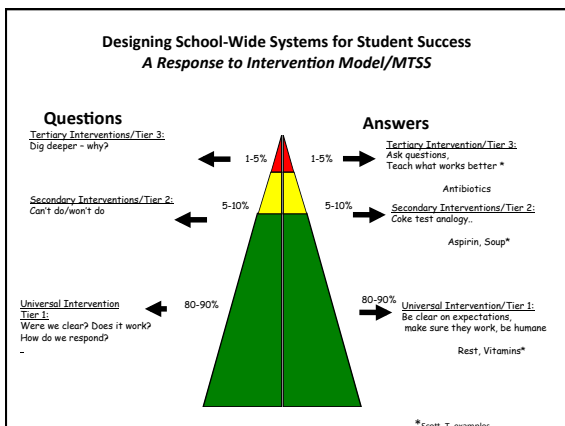
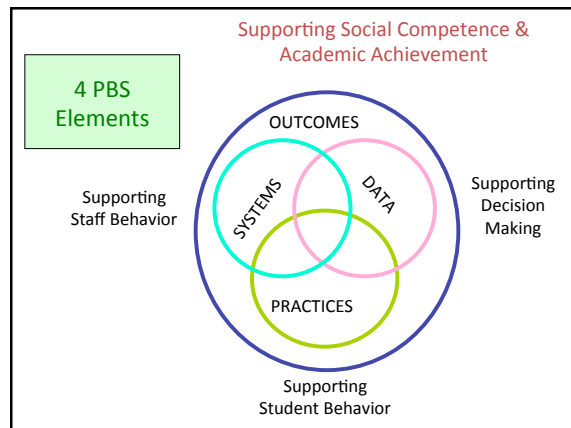
Reinforcement



Shaping

Activity


- While music plays, walk around
- When music stops, find partner
- Discussion
 - When did you see examples or non-examples of implementation practices?



Ask before you tell: Gathering Information

- See Handout: *Exploring Some Other Schools (academic/behavior support)*
 - What is working well?
 - Next steps?
- What connections do you make?

Buying a car



- List out the steps you took last time you bought a car...

bestig.blogspot.com

Steps



Consider Needs Research

Sample Sign Up

Implementation

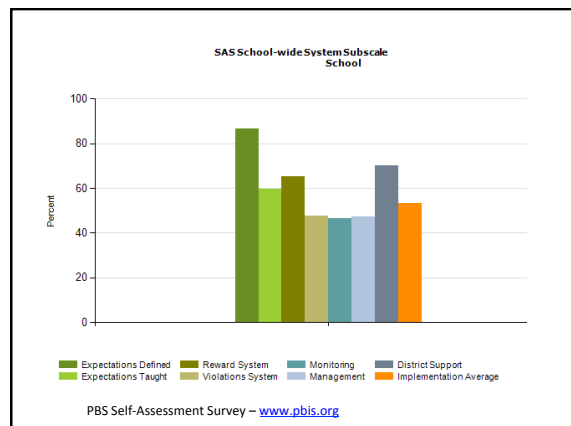
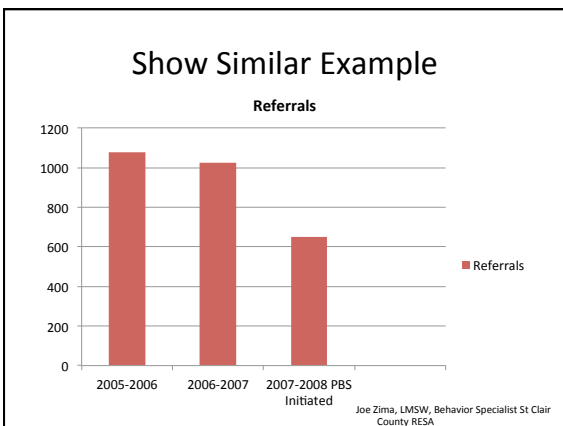
- Exploration and adoption – *buy in, urgency*
- Program installation – *team, roles*
- Initial implementation – *piloting, examples*
- Full operation – *changing staff roles (some/all)*
- Innovation – *use credibility, codifying roles*
- Sustainability – *new leaders, share with all*

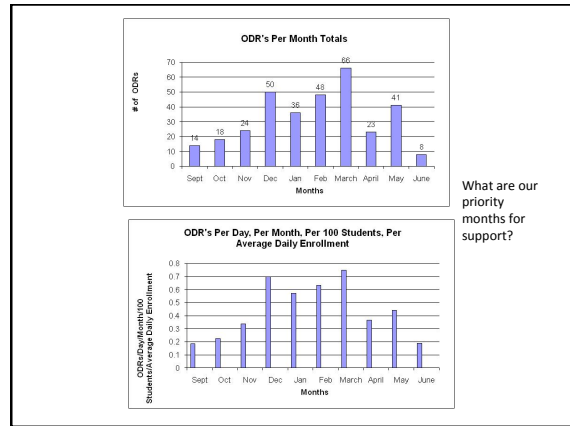
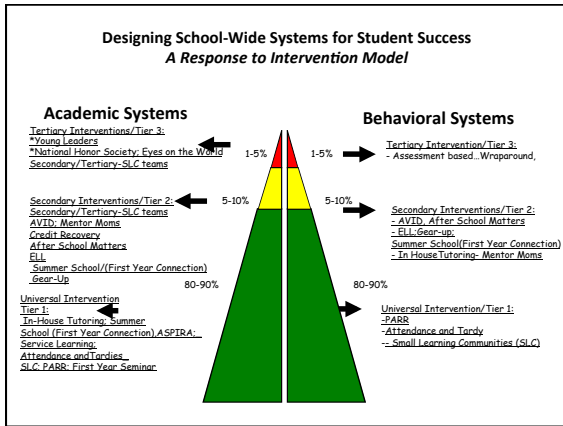
(Kotter, 1995; Blasé, Fixsen, Sims, & Ward, 2015)

Exploration Examples From 4 High Schools

- Communication - timeliness**
- School climate**
- Efficient meetings
- Integration of PD
- Work with PLCs
- Define academic and behavior expectations
- Use data for decisions
- Braid initiatives
- Align administrative supports with strategies
- Students within special support needs
- Need for increased school spirit**
- Distribute roles
- Parental involvement

See example of questions: <http://www.hankbohanon.net> (Resources tab)

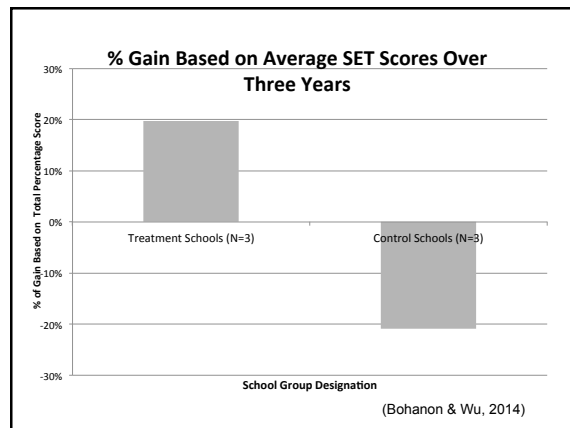




Build Case with Data: Create Urgency (Kotter, 1995)

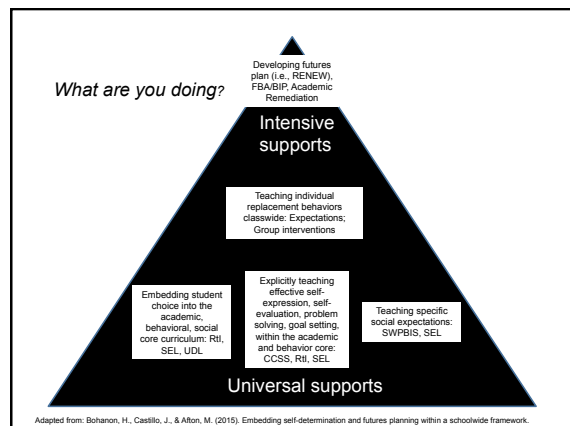
- Writing a referral is not a bad thing, it is necessary!
- We hope you have fewer reasons
- Instructional time given to referrals (20 Minutes per referral)

77,400 Minutes = 1,290 Instructional Hours



Question

• Given these example, what are some ways you can "ask before you tell" to obtain, maintain, or increase buy-in from staff/schools?



Napkin Test

- Write and/or draw the purpose of MTSS on a napkin, they will present to colleague as though they were at a party and someone asked about MTSS.
- Stand up and share

Effective teams in school settings



Duck video

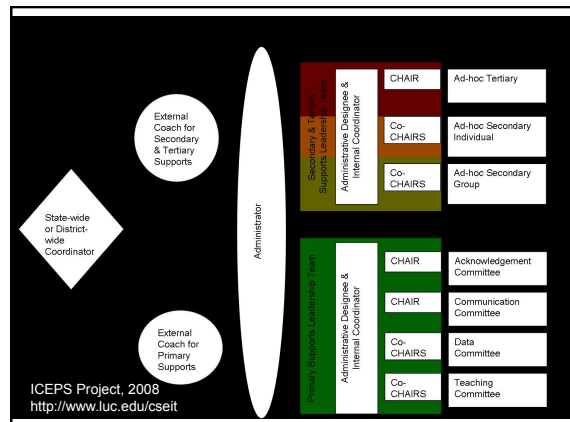
Different backgrounds, one goal

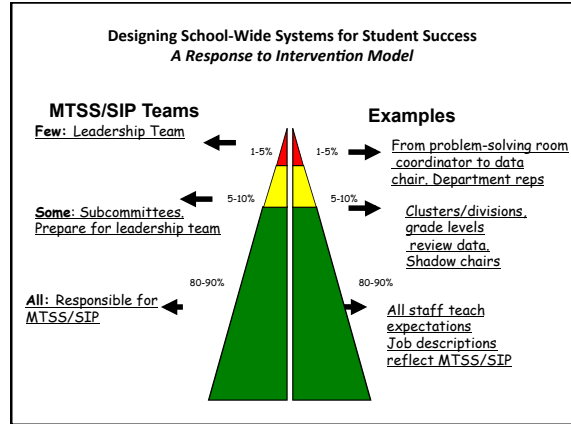
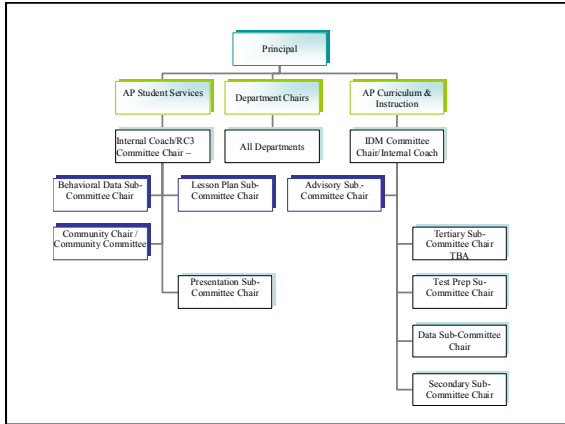


Defining yourself

- What is the mission of your universal team
- What is the mission of your vision team
- See what works <https://www.youtube.com/watch?v=LQ3KQ7he4>
- See Handout

Possible Structures for MTSS





Northfield Middle/High School, VT

Graduation Year	Year	Grade Level	% Proficient in Math	% Change between years	% Proficient in Reading	% Change between years
2021	Fall 2014	8 th grade	31		53	
	Fall 2015	9 th grade	62	+31	67	+14

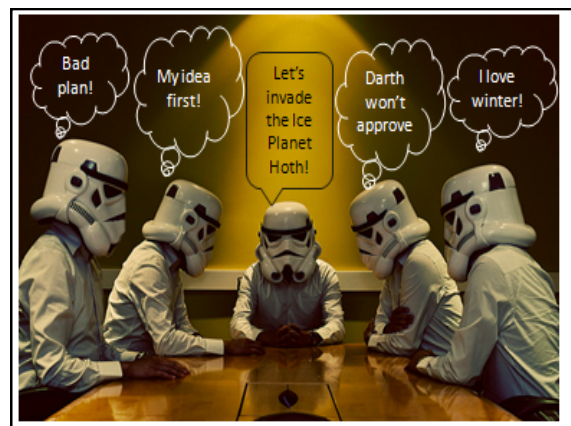
(Bohanon, Gilman, Parker, Amell, & Sortino, 2016)

Model Positions Document

Building Based Staff			
School Liaison	Administrator who oversees functioning and makes administrative decision for all tiers of MTSS within the building (e.g. attends meetings, allocates resources)	10 hours a month	Sara,
Internal Coordinator (Primary Support Leader Team)	Internal staff who can lead staff, with support from the External Coach, in implementing MTSS schoolwide academics and behavior practices, run meetings and oversee sub-committees	10 hours a month	Sara
Acknowledgement CHAIR	Lead the acknowledgement of student and staff behavior for schoolwide efforts, sub-committee in planning for celebrations and reinforcement systems within the school, meet with internal coordinator 2 times a month	8 hours a month	Terry
Acknowledgement Sub-committee	Facilitate schoolwide acknowledgment activities, including design and implementation.	4 hours a month	Janet

Possible Structures for MTSS

Who is/could be on your core universal team?
 How do you assign roles?
 How are responsibilities distributed?



Effective Meetings

- 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

See examples: Herding Cats, Bad Meetings, Action Plans, Rate yourself – handbook

PARR meeting guidelines

Please avoid:	Please do:
<ul style="list-style-type: none"> • Discouraging participation of others (in and out of meetings) • Eye rolling, finger pointing, loud or aggressive tone of voice, "snapping" • Dominance of one voice when discussing an item • Sarcasm • Straying from the agenda • "Venting" or storytelling • Bringing up individual names when discussing a negative example (students or staff) • Acting as a spectator (no real participation) • Making judgmental or intimidating comments (eg. "That's a bad idea") • Allowing a disagreement to escalate or take up more than five minutes of meeting time 	<ul style="list-style-type: none"> • Leave each meeting with a task to do and report back on the next time • Stick to the agenda • Start and end on time • Be aware of paralinguage (facial expressions, tone of voice, etc.) and its impact on meeting climate • State any barriers or concerns respectfully, and accompany them with a suggestion for improvement • Be sure multiple voices are heard ("share the mic." And ask for input) • Limit discussion to task completion • Designate a note taker • Honor the direction of the facilitator (Grace E.) • When giving feedback, acknowledge the idea without negative adjectives, then offer an alternative

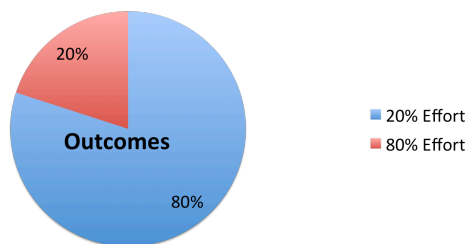
Reflection

- Rate the health of their teams on each item
 - (use Effective Meetings slide)
 - 5 positive things are going great
 - 1 not at all and we need to work on this
- Choose one area to address
 - See examples
 - *Meeting Facilitation Rubric* for more detail
 - *Virginia MTSS Agenda Example*

Work smarter and effective teams in school settings

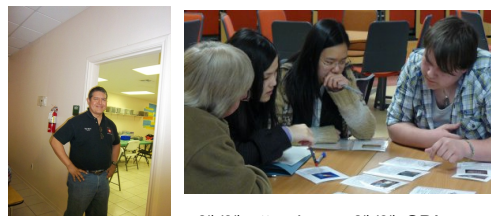


Pareto's 80/20 Rule



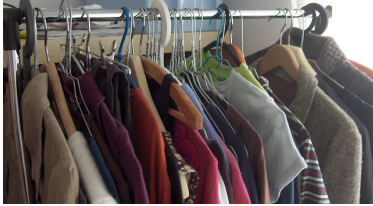
McKeon, 2014

Alterable Variables



- Engagement and failure rates (Allen et al., 2013)
- 8th/9th attendance, 8th/9th GPA predict graduation (Burke, 2015)
- Reading assessment scores predict college readiness (Koon & Petscher, 2016)

Describe Your Closet



Rate it on a scale from 1-10 before you buy
 Would you buy it again?
 Have you used it one year? (McKeon, 2014)

Northfield Middle/High School, VT



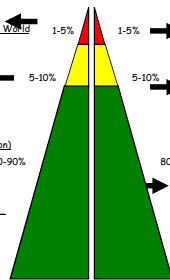
- Revised master schedule
- All students could participate in *Study Island* Program

(Bohanon, Gilman, Parker, Amell, & Sortino, 2016)

Designing School-Wide Systems for Student Success A Response to Intervention Model

Academic Systems

- Tertiary Interventions/Tier 3:**
 - Young Leaders
 - National Honor Society: Eyes on the World
 - Secondary/Tertiary-SLC teams
- Secondary Interventions/Tier 2:**
 - Secondary/Tertiary-SLC teams
 - AVID: Mentor Moms
 - Credit Recovery
 - After School Matters
 - ELL
 - Summer School/(Freshman Connection)
 - Gear-Up
- Universal Intervention Tier 1:**
 - In-House Tutoring: Summer School (freshman Connection) ASPIRA: Attendance and Tardies
 - SLC: PARR: Freshman Seminar



Behavioral Systems

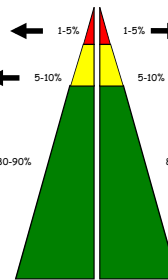
- Tertiary Intervention/Tier 3:**
 - Assessment based: Wraparound
- Secondary Interventions/Tier 2:**
 - AVID: After School Matters
 - ELL: Gear-Up
 - Summer School (freshman Connection)
 - In-House Tutoring: Mentor Moms
- Universal Intervention/Tier 1:**
 - PARR
 - Attendance and Tardy
 - Small Learning Communities (SLC)

ACTIVITY

Designing School-Wide Systems for Student Success A Response to Intervention Model

Academic Systems

- Tertiary Interventions/Tier 3:**
- _____
- _____
- Secondary Interventions/Tier 2:**
- _____
- _____
- Universal Intervention Tier 1:**
- _____
- _____



Behavioral Systems

- Tertiary Intervention/Tier 3:**
- _____
- _____
- Secondary Interventions/Tier 2:**
- _____
- _____
- Universal Intervention/Tier 1:**
- _____
- _____

See example

Working Smarter (Sugai, 2008)

Initiative, Project, Committee	Purpose	Outcome	Target Group	Staff Involved	SIP/SID/ etc
Attendance Committee					
Character Education					
Safety Committee					
School Spirit Committee					
Discipline Committee					
DARE Committee					
EBS Work Group					

You Gotta Love It!

- See the activity in your handout

Preparing Data for Decisions

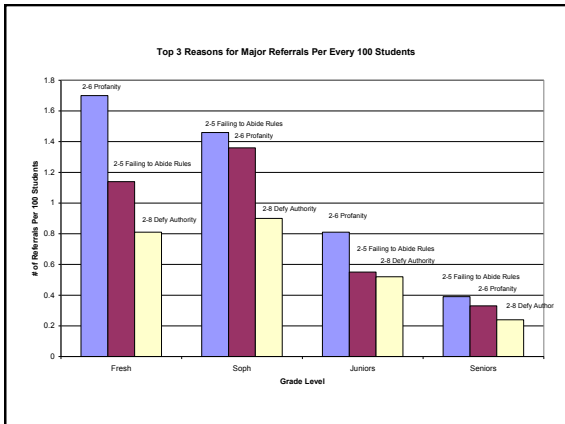
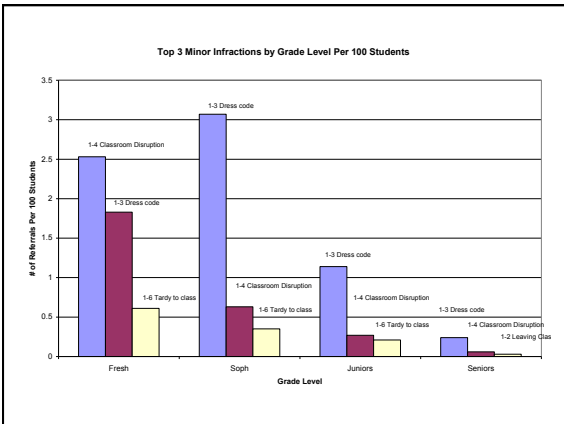
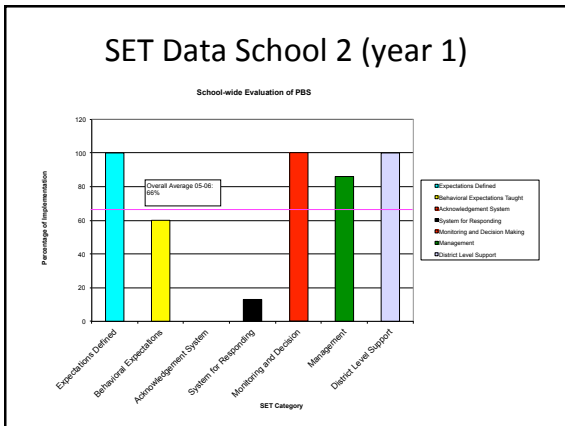
Video – Sales are up

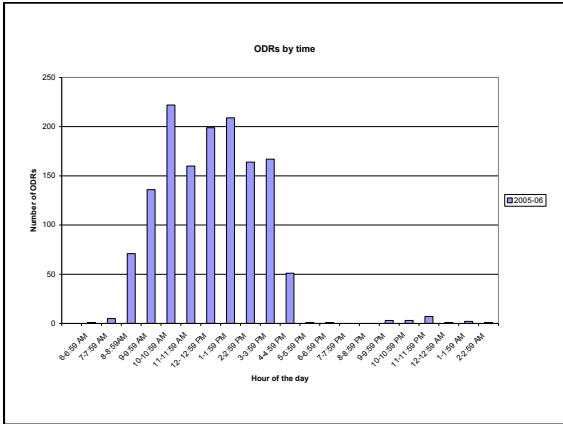
Data

- See Handout – Key ideas for schoolwide data – where are you?

Question

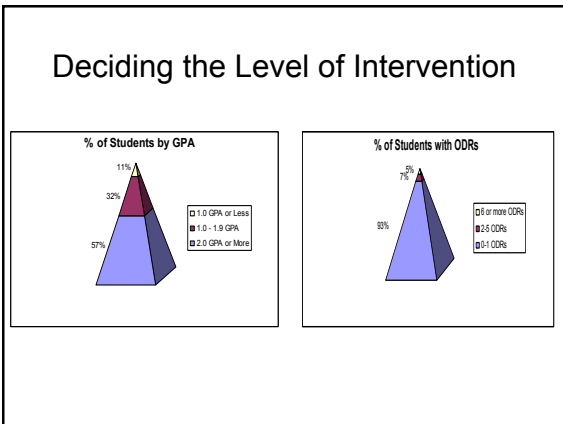
- *If these were your data, how would you respond? (see workbook)*





- ### Priorities
- Teaching, Acknowledging, Redirection training for teachers of first year high school students
 - Orientation for first year high school students
 - Circuit training for staff during opening of school
 - School store opens and training provided for staff

- ### Factors
- Graduation
 - Passing Year 9 English, Algebra 1
National High School Center, National Center on Response to Intervention, and Center on Instruction (2010)
 - 8th-9th grade GPA and attendance > 80%
(Burke, 2015; Link: fb.me/7sCfLI2QD)
 - School Connectedness – lack of leads to
 - use substances
 - engage in violence
 - initiate sexual activity at an early age
McNeely, Nonnemaker, & Blum (2002)



Staff Google Document

	C	E	G	H	I
1	FIRST NAME	Gender	First Initial/ Last name	First Initial/ Last name	First Initial/ Last name
19	KYLE	M	rreeder		
20	BRIANNA	F	mwright	lbales	mgross
21	LAUREN	F	CDWYER	kschumann	
22	ANDREW	M	JLehn	mgeist	astopp
23	STEFAN	M	Indemaiar	rmaerler	DSehak

Keri Applebee, Associate Principal, Lincoln Southwest High School, NE

Results of student survey

Hill	All of them really care for my education & are always there for extra help for class
Hill	All pushed me to do my best and connected with me on a personal level. Cared about my future.
Jacobson, Nil	They always made an effort to ask about sports and home life went. I also just really enjoyed their classes.
Knop	They are nice, allow me to talk to them, and help me enjoy learning
Payant	They're able to communicate with students aside from teaching, form relationships, make learning simpler
Reeder, Ryan	Because they're fun & they believe in me
Vernon	We can have conversations and we get along!
Wrinht	They make the effort to talk about things

Keri Applebee, Associate Principal, Lincoln Southwest High School, NE

See Sample Dashboard

The dashboard displays a navigation menu on the left with categories like 'Business Intelligence' and 'Data Analytics'. The main area features a table of 'Module Data' with columns for 'Module ID', 'Description', and 'Credits'. To the right, there are two circular gauges for 'Average Mark' and 'Min-Max Pass %', and a digital display showing '1887'.

Separate Data Sets

Student ID	HR	EXPLORE COMPOSITE	EXPLORE READING	EXPLORE MATH
40074485	A104A	13	11	14
40200777	A115B	13	13	13
40201627	A115B	15	10	17
40576144	A116D	11	11	10
44407474	A119D	7	12	9
44470554	A110D			
47141706	A111	10	10	10
47510477	A111			
47644272	A103A	11	11	11

Student ID	# of Failures	Student # ODRs	Student ID	Days Absent
40074485	0	0	40074485	3
40200777	5	1	40200777	7
40201627	2	1	40201627	0
40576144	7	0	40576144	0
44407474	0	2	44407474	0
44470554	0	7	44470554	2
47141706	1	0	47141706	3
47510477	2	1	47510477	0
47644272	5	2	47644272	0

Combined Data Using VLookup

Student ID	HR	EXPLORE COMPOSITE	EXPLORE READING	EXPLORE MATH	# of Failures	# of ODRs	Days Absent	Not in Academic Data
40074485	A104A	13	11	14	0	0	3	0
40200777	A115B	13	13	13	5	1	7	0
40201627	A115B	15	10	17	2	1	0	0
40576144	A116D	11	11	10	7	0	0	0
44407474	A119D	7	12	9	0	2	0	0
44470554	A110D				0	7	2	1
47141706	A111	10	10	10	1	0	3	0
47510477	A111				2	1	0	1
47644272	A103A	11	11	11	5	2	0	0

See YouTube examples: http://www.youtube.com/watch?v=3tk_Mif7040

Integration of datasets

Student Name	ODR Count	Winter MAP Math Score	Quarter 2 Math Grade	Winter MAP Reading Score	Quarter 2 Reading Grade	Winter MAP Language Usage Score	SRS S Total (0-21)
	0	228	77	212	83	212	2
	0	231	90	228	97	222	0
	0	204	75	194	88	193	7
	0	210	80	206	87	207	2
	0	175	77	194	76	195	11
	0	235	96	223	94	231	0
	0	222	91	211	92	217	0

Northfield Middle School and High School, VT

- ### Data
- Using data from the school's perspective <http://buff.ly/1Fex5hb>
 - Helping teachers collect data on their teaching to improve instruction buff.ly/1G0wwYY
 - Toolkit for data decision making fb.me/6z6iyxCU2
 - 8th and 9th grade GPA and Attendance are predict drop out. http://fb.me/7sCfl_l2QD
 - Data dashboard – webinar and examples <http://bit.ly/2qSfzie>
 - Videos about using data <http://bit.ly/2aAo1MO>

- ### Reflection Activity
- How are you going to prepare to use data next year?

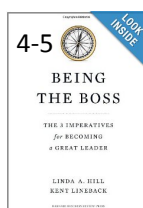
Effective School Environments

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)

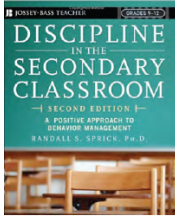
See MO PBIS Great 8 training
<http://pbissouri.org/educators/effective-class-practice/>

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)
• Success Traits	• Due dates
• Rules/expectations	• Late, missing work
• Activities	• Communication
• Grades/Status	• Ending class
• Procedures	• Consequences
• Entering	• Model projects
• Tardy/Absence	• Checklists

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)

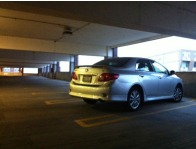

Planning

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

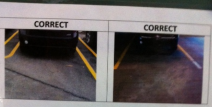
Teaching Expectations

High School Football?

Learning through punishment

CORRECT CORRECT



Please park between the yellow lines, leaving ample space for other vehicles to park.

Vehicles parked on or over the yellow lines will be ticketed.

Campus Transportation

Teaching Expectations

Key Elements

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

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

Examples

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

Fruita Monument Example

Alignment

- Arizona College and Career Readiness Standards
 - Language arts/English
 - <http://www.azed.gov/standards-practices/englishlanguageartsstandards/>
- Social and Emotional Standards (SEL)
 - Self-awareness and self-management skills
 - Social-awareness and interpersonal skills
 - Decision-making skills and responsible behaviors
 - <http://education.ild.gov.au/studentservices/protection/sel/>
 - http://www.isbe.net/files/social_emotionalstandards.htm

See examples from core?

	Classroom	Cafeteria	Hallway	Restroom	Office	Auditorium	Buses	Emergency Situations	Technology
Be Respectful	1. Listen attentively to speaker. 2. Participate actively in lessons. 3. Work collaboratively in groups. 4. Follow directions of the teacher. 5. Use the restroom near and orderly. (SK.1, L.1)	1. Remember to say "please" and "thank you". 2. Use your inside voices. 3. Wait your turn to be served. 4. Quickly take a seat and remain seated until you are dismissed. 5. Use appropriate table manners. (SK.1, L.1)	1. Walk quietly. 2. Keep hands and feet to self. 3. Quiet voices. 4. Keep your hands and feet to yourself. 5. Lines in aisles. (SK.1, L.1)	1. Flush the toilet. 2. Use restroom paper provided purposefully. 3. Keep walls, floor and mirrors clean. 4. Show courtesy to other users of the restroom. (SK.1, L.1)	1. Enter quietly. 2. Use appropriate volume of voice. 3. Keep your hands and feet to yourself. 4. Remain on "teacher" side of counter. (SK.1, L.1)	1. Select seat and remain seated. 2. Keep hands and feet to yourself. 3. Listen to speaker. 4. Ask and receive permission to leave. 5. Use appropriate volume of voice. 6. Lines to enter the bus. (SK.1, L.1)	1. Board the bus quickly and orderly. 2. Remain seated. 3. Use appropriate time of voice. 4. Use appropriate volume of voice. 5. Follow the directions of the driver. 6. Remain seated and feet to self and hands to bus. (SK.1, L.1)	1. Select seat and remain seated. 2. Remain seated. 3. Use appropriate time of voice. 4. Use appropriate volume of voice. 5. Follow the directions of the driver. 6. Remain seated and feet to self and hands to bus. (SK.1, L.1)	1. Following teacher directions for the task. 2. Handling equipment (PDA) with directions of the teacher. (SK.1, L.1)
Be Responsible	1. Come prepared to learn with materials, supplies and homework. 2. Complete your work responsibly. 3. Use technology appropriately. 4. Take good care of equipment, materials and textbooks. 5. Show respect for others.	1. Wash your hands before eating. 2. Leave your area before leaving the area. 3. Complete your work responsibly. 4. Use technology appropriately. 5. Show respect for others. 6. Follow directions of staff adults.	1. Leave your hands and feet to yourself. 2. Walk to the right to go to the restroom. 3. Use your inside voices. 4. Keep your hands and feet to yourself. 5. Lines in aisles. (SK.1, L.1)	1. Wash your hands before using. 2. Get in and get out. 3. Use your inside voices. 4. Keep your hands and feet to yourself. 5. Lines in aisles. (SK.1, L.1)	1. Show your hands and feet to yourself. 2. Use your inside voices. 3. Keep your hands and feet to yourself. 4. Remain on "teacher" side of counter. (SK.1, L.1)	1. Follow school rules. 2. Select seat and remain seated. 3. Use appropriate volume of voice. 4. Use appropriate volume of voice. 5. Follow the directions of the driver. 6. Remain seated and feet to self and hands to bus. (SK.1, L.1)	1. Board the bus quickly and orderly. 2. Remain seated. 3. Use appropriate time of voice. 4. Use appropriate volume of voice. 5. Follow the directions of the driver. 6. Remain seated and feet to self and hands to bus. (SK.1, L.1)	1. Select seat and remain seated. 2. Remain seated. 3. Use appropriate time of voice. 4. Use appropriate volume of voice. 5. Follow the directions of the driver. 6. Remain seated and feet to self and hands to bus. (SK.1, L.1)	1. Only utilizing appropriate and appropriate technology. 2. Keep your work and materials in your possession. 3. Observe emergency testing techniques.
Be Kind	1. Use positive words. 2. Show respect for others. 3. Show consideration for others. 4. Be polite to others. 5. Use appropriate volume of voice. 6. Use appropriate volume of voice.	1. Show respect for others. 2. Use your inside voices. 3. Wait your turn to be served. 4. Quickly take a seat and remain seated until you are dismissed. 5. Use appropriate table manners. (SK.1, L.1)	1. Walk quietly. 2. Keep hands and feet to self. 3. Quiet voices. 4. Keep your hands and feet to yourself. 5. Lines in aisles. (SK.1, L.1)	1. Flush the toilet. 2. Use restroom paper provided purposefully. 3. Keep walls, floor and mirrors clean. 4. Show courtesy to other users of the restroom. (SK.1, L.1)	1. Enter quietly. 2. Use appropriate volume of voice. 3. Keep your hands and feet to yourself. 4. Remain on "teacher" side of counter. (SK.1, L.1)	1. Select seat and remain seated. 2. Keep hands and feet to yourself. 3. Listen to speaker. 4. Ask and receive permission to leave. 5. Use appropriate volume of voice. 6. Lines to enter the bus. (SK.1, L.1)	1. Board the bus quickly and orderly. 2. Remain seated. 3. Use appropriate time of voice. 4. Use appropriate volume of voice. 5. Follow the directions of the driver. 6. Remain seated and feet to self and hands to bus. (SK.1, L.1)	1. Select seat and remain seated. 2. Remain seated. 3. Use appropriate time of voice. 4. Use appropriate volume of voice. 5. Follow the directions of the driver. 6. Remain seated and feet to self and hands to bus. (SK.1, L.1)	1. Following teacher directions for the task. 2. Handling equipment (PDA) with directions of the teacher. (SK.1, L.1)

Aligned with Speaking and Listening Literacy National US Standards

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

Sample Classroom Matrix

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

Figure 2. Classroom routines matrix

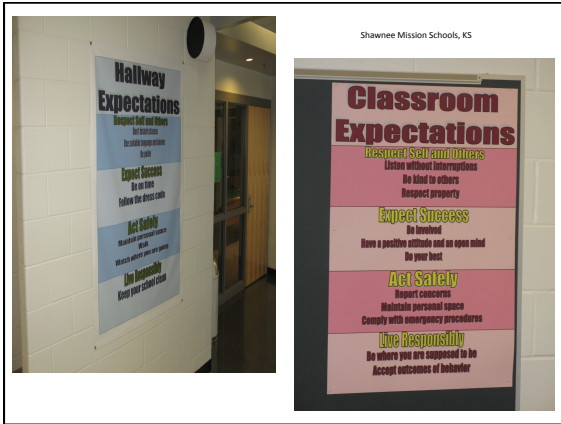

Newcomer (2009)

Which of these behaviors would you like to address?



T.R.I.B.E	CLASSROOM
TRUST	<ul style="list-style-type: none"> • No text or cell phone • Do your own work • Put your electronic devices away • Do what you are asked to do
RESPECT	<ul style="list-style-type: none"> • Respect others • Physical space • Beliefs • Property
INTEGRITY	<ul style="list-style-type: none"> • Own your mistakes and learn from them • Do the right thing even when no one is watching
BELIEF	<ul style="list-style-type: none"> • Properly set goals and expect to achieve those goals • Support others. Believe everyone can succeed • Recognize that staff wants to help you reach your goals
EXCELLENCE	<ul style="list-style-type: none"> • Follow a game plan • Plan • Prepare • Produce to the 21st Century
	JOIN THE TRIBE

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.

Lesson Plan

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

Demonstrate Expectations:
 The expected behaviors for the restroom are as follows:
 1. Students will need to carry a signed planner/agenda.
 2. Students should flush the toilet, wash hands, and return to class in a timely manner.
 3. Students should report any plumbing problems.
 4. Students should keep the restrooms clean to prevent sanitary risks.

The expected behaviors for the halls are as follows:
 1. Students will keep moving along the right side of the hall.
 2. Students should not run in the hall.
 3. Students are not permitted to touch or bother other students.
 4. 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:



Posters

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

RESTROOMS

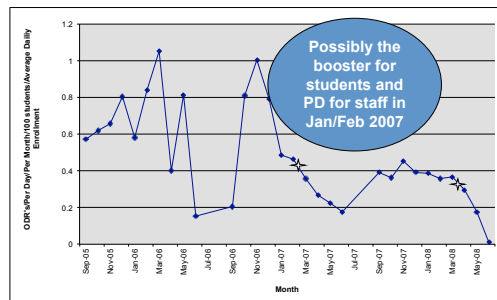
- T** Dispose of personal items properly
- O** Use all supplies properly
- R** Follow dress code before exiting
- S** Keep area clean
- T** Consider other's privacy
- S** Wash hands
- S** Report all plumbing problems

- 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?*

Change Point Analysis: 2005-2008



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 Leah Thompson

Video

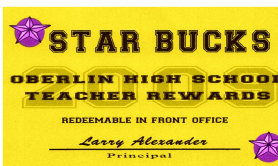
- See examples of why this is important
 - One page document “Acknowledging Students for Good Behaviors”
 - Cool tool
 - *What are you doing around acknowledgement?*
 - *Zappos example?* See short example video 0-1:36; 2:17-2:32

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

1st 6 Weeks	4th 6 Weeks
Aug. 24 Blue Jean Day	Jan. 25 NBA Day (Any NBA T-shirt or jersey)
Aug. 31 Flip-Flop Friday	Feb. 1 Hat Day
Sept. 7 Jersey Day	Feb. 8 Jean Day
Sept. 14 Brain Freeze Day	Feb. 15 Slippers Day
Sept. 21 Hat Day	Feb. 22 Tee Day (All BLUE and GOLD)
Sept. 28 Sunglass Day	Feb. 29 4th 6 wks Reward Day
Oct. 5 1st 6 wks Reward Day	5th Hr. - Fun Activities in Gym (VR, Hula Hoop, Sumo)
Homecoming JEAN DAY	
3rd & 4th Hr. - Tailgate Party (Hamburgers/Chips/Soda)	
2nd 6 Weeks	5th 6 Weeks
Oct. 12 Slippers Day	Mar. 7 Camo Day
Oct. 19 Crazy Sock Day	Mar. 14 Jean Day
Oct. 26 College T-Shirt Day	Mar. 20 Crazy Sock Day
Nov. 2 80's Day	Apr. 4 Aloha Day
Nov. 9 2nd 6 wks Reward Day	Apr. 11 College T-Shirt Day
JEAN DAY	Apr. 18 5th 6 wks Reward Day
1st Hr. - Karaoke/Face Painting	6th Hr. - Jump Day
Cinnamon Rolls	Inflatable Slides/Races
3rd 6 Weeks	6th 6 Weeks
Nov. 16 Jean Day	April 25 Jean Day
Nov. 30 ANY Color T-Shirt Day	May 2 Flip-Flop Day
Dec. 7 Camo Day	May 9 Retro Day (70's day)
Dec. 14 Christmas Decoration Day	May 16 6th 6 wks Reward Day
Jan. 11 Career Day	SPRING FLING (Awards Day)
Jan. 16 3rd 6 wks Reward Day	TBA
JEAN DAY	
2nd Hr. - Popcorn Party	



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

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

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	25.00
Logo shirt	8	10.00
Logo 2" binder	5	3.00
Pencil	1	0.50
Pen	2	1.00
Beanie Hornet	4	5.00
Mini hornet	3	Not redeemable with cash
Lanyard	2	2.50
Shocking Hat	4	4.00
Sports bag	10	12.00
Ball bag	6	8.00
Messenger bag	10	8.00
Laptop bag	10	10.00
Roller bag	8	5.00
Bell backpack (btl & grn)	5	5.00
Leather Backpack	10	10.00
#2 pencil	1	0.75
Eraser	2	1.50
White 2" binder	5	4.00
3 pack dividers	3	2.50
Nike notebook	5	Not redeemable with cash
Plan folders	2	1.50
Rulers	2	0.75
Sketchbook	6	5.00
Rulers	3	2.00
Pencil sharpeners	3	1.00
Woolmark sweater	40	50.00
Sweatshirt	25	35.00
Freeze	35	45.00

Store Hours:
7:25am - 7:40am
2:45pm - 3:00pm

Intermediate

Kudos From Timber Creek

Think Responsibly
 Create Progress
 Have Respect
 Show Self-Control

WOLF ETIQUETTE

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

To: _____

Principal: _____

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 17th at 11:00am!

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



Ron our Liaison



Jody Mimmack, PhD Fruita Monument High School, CO

Large Scale



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/

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

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 _____

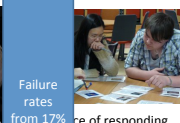
_____, Principal

R324A070157

Instructional/Emotional Support



Laughing with students



Failure rates from 17% to 11%
Percentage of responding

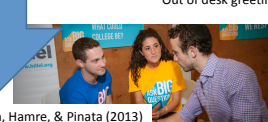


Out of desk greeting



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

Ask about events



Ask "why"?

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

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

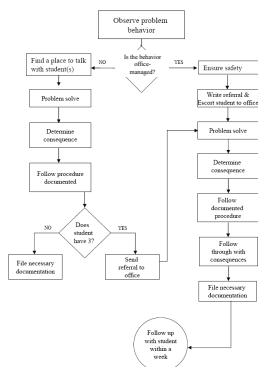
- What connections do you make with behavior and your instructional model?
- Schoolwide examples
<https://www.youtube.com/watch?v=y0H5KZ1gzA>
- See example, how is this teacher preventing problem behavior through engagement?
– See steps in handout
– <https://www.youtube.com/watch?v=rzTtP0Uby0I>

Redirection and Active Supervision

JcPenny's does this very well

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

General Procedure for Dealing with Problem Behaviors



Teacher vs. Dean vs. Attendance Managed Behavior

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

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:

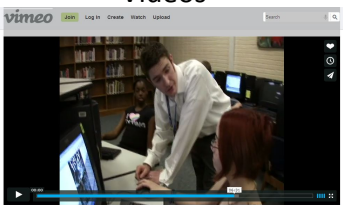


See article about hallways at <http://hankbohanon.net> on publications page

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?
 This video was produced at Highland Park High School in Topeka, Kansas. In this video, faculty members were tasked to a clear and concise answer to the question: "What does PBIS look like?" courtesy of Social Studies teacher, Mr. Matt Herbert, who did a wonderful job of conveying a clear and concise answer in a concise and professional manner.

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

Matrix

- See example
- How will you prepare your staff?

Videos

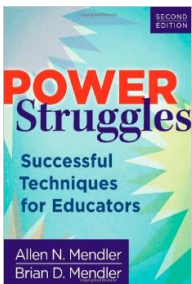
- Michael Kennedy
- <http://vimeo.com/14818677>
 - See What does PBIS Look Like? – Opening, Redirection examples 6.12 mins
- Other tools

Resources

- Year-at-a-glance
 - http://www.hankbohanon.net/Resources_1.html
- Training script for booster for staff
 - http://www.hankbohanon.net/Resources_1.html


Strategies

- Mendlar, A. N. & Mendlar 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* (2nd Ed.), Baltimore, MD: Paul H Brookes



Addressing Tardies

- Start on Time!
- Randy Sprick



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>

Where are you?

- Complete
 - Classroom management self-assessment
 - http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=164
- Free training on active supervision (limited time only)
 - http://www.irsed.com/freecourse&utm_source=IRIS+Educational+Media+Mailing+List&utm_campaign=9d73acd43d-FREEprog_SysSupEvElem_8_5_2014&utm_medium=email&utm_term=0_cb7ab95a8b-9d73acd43d-291122974&L=UGUPdW5a

Resources

- State Implementation & Scaling-up of Evidence-based Practices Center
 - <http://sisep.fpg.unc.edu/>
- Kotter, J. (1995). Leading change: Why transformation efforts fail. *Harvard Business Review*, 73(2), 59–67. Retrieved from <http://hbr.org/>
- http://www.hankbohanon.net/Resources_1.html

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/>
- Classroom management training
 - <http://pbissmissouri.org/class.html>
- The FAST Method
 - <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?

References

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- Benbenishty, R., Astor, R. A., Roziner, I., & Wrabel, S. L. (2016). Testing the Causal Links Between School Climate, School Violence, and School Academic Performance: A Cross-Lagged Panel Autoregressive Model. *Educational Researcher, 45*(3), 197-206. doi: 10.3102/0013162X16044003
- Bohanon, H. (2015). Changes in adult behavior to decrease disruption from students in non-classroom settings. *Intervention in School and Clinic, 15*(1), 12-18. http://ecommons.luc.edu/education_facpubs/39
- Bohanon, H., & Wu, M. (2014). Developing buy-in for positive behavior support in secondary settings. *Preventing School Failure, 58*(4), 1-7. doi: 10.1080/1045985X.2013.708774 http://ecommons.luc.edu/education_facpubs/17/
- Bohanon, H., Castillo, J., & Afton, M. (2015). Embedding self-determination and futures planning within a schoolwide framework. *Intervention in School and Clinic, 50*(4), 203-209. http://ecommons.luc.edu/education_facpubs/18/
- Bohanon, H., Fenning, P., Hicks, K., Weber, S., Their, K., Akins, B., Morrissey, K., Briggs, A., Bartucci, G., Hooper, L., Irvin, L., & McArdle, L. (2012). Case example of the implementation of schoolwide positive behavior support in a high school setting. *Preventing School Failure, 56*(2), 92-103. http://ecommons.luc.edu/education_facpubs/7/

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