

Positive Behavior Support in High School Settings

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We All
Need
Support



Thank you

- Andrew M. Greeley Center for Catholic Education and Staff
- Verna Allworth, Regina Dominican

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

Finding what is important



Question

- *What are the underpinnings of your current approach to behavior and discipline?*



Faith

- Principles: *Fathers, do not provoke your children to anger...*(Ephesians 6:4; ESV)
- Teaching: *Train up a child in the way he should go; even when he is old he will not depart from it* (Pr 22:6; ESV)

Graphic: <http://holybible.ucoz.org/bible.jpg>
Scripture: <http://www.biblegateway.com>

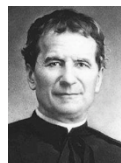


Faith

- Encouragement: *Therefore encourage one another and build one another up, just as you are doing* (1 Thessalonians 5:11; ESV)
- Redirection: *Answer not a fool according to his folly, lest you be like him yourself. Answer a fool according to his folly, lest he be wise in his own eyes* (Pr 26:4-5; ESV)

Graphic: <http://holybible.ucoz.org/bible.jpg>
Scripture: <http://www.biblegateway.com>

Foundations and Salesians

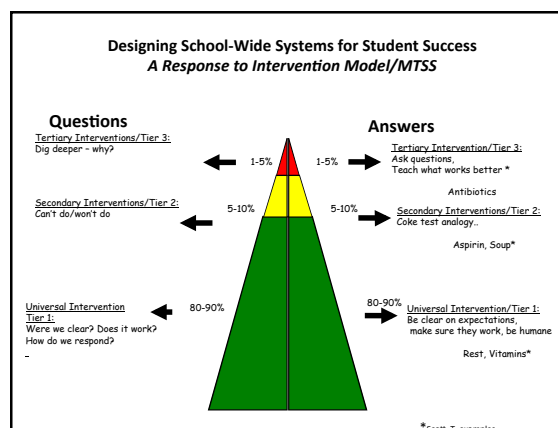
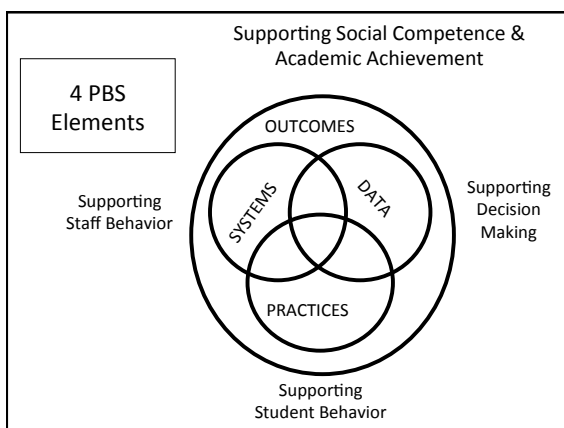
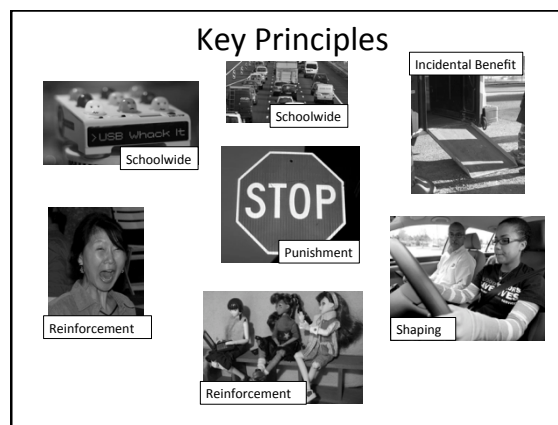
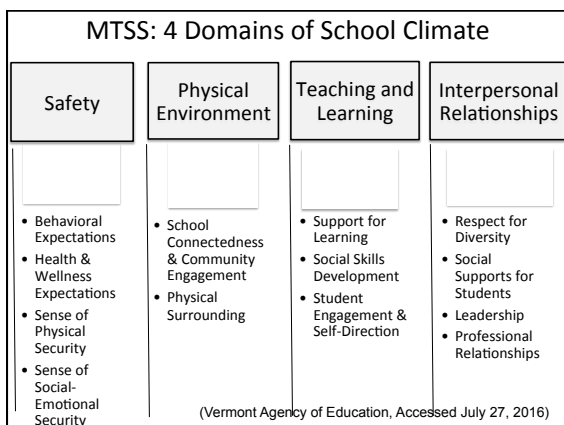


St. John Bosco
1815 - 1888

- Stop cursing please...
- "Boys should be guided and corrected, but not by aloof supervisors" (p. 32)
- Abolish "hateful punishments"
- Never correct in the presence of others...

"Encourage them [youth] at all times, never humiliate them; praise them as often as you can and do not belittle them; only show your displeasure when you wish to punish them..." (p. 62)

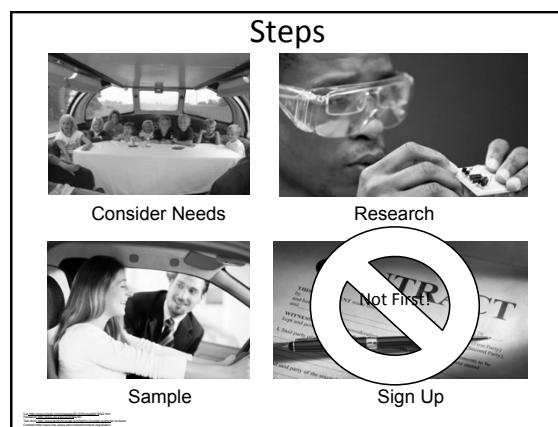
Graphic: http://en.wikipedia.org/wiki/John_Bosco
Text: Morrison, 1997



Buying a car

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

bestig.blogspot.com

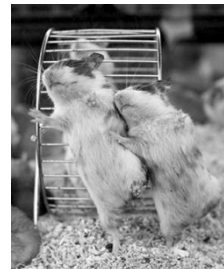


Exploration Examples From 4 High Schools

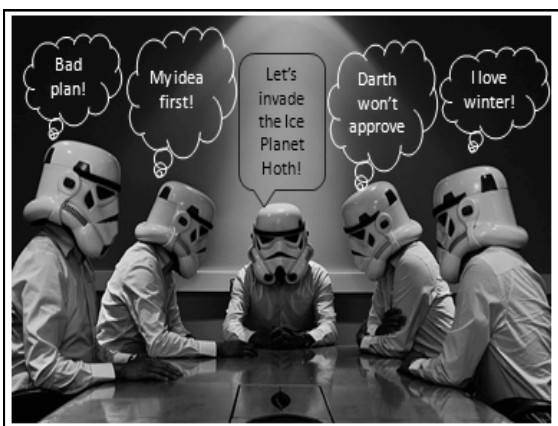
- **Communication - timeliness**
- **School climate**
- Efficient meetings
- Integration of PD
- Work with PLCs
- Define academic and behavior expectations
- Use data for decisions
- Braid initiatives
- Align administrative supports with strategies
- Students within special support needs
- **Need for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

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

Effective teams in school settings



Duck video



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, Sample VT agenda
Rate yourself – handbook

FARR 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 paralanguage (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 B.) When giving feedback, acknowledge the idea without negative adjectives, then offer an alternative

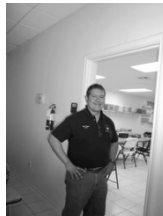
Reflection

- 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

Work smarter and effective teams in school settings



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)

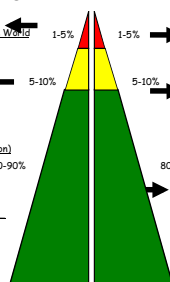
Designing School-Wide Systems for Student Success A Response to Intervention Model

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:
Service Learning
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 Tardies
- Small Learning Communities (SLC)

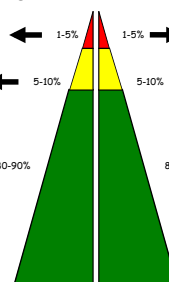
ACTIVITY Designing School-Wide Systems for Student Success A Response to Intervention Model

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:

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)

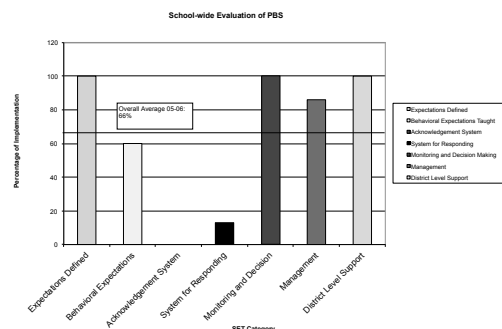
Preparing Data for Decisions

Video – Sales are up

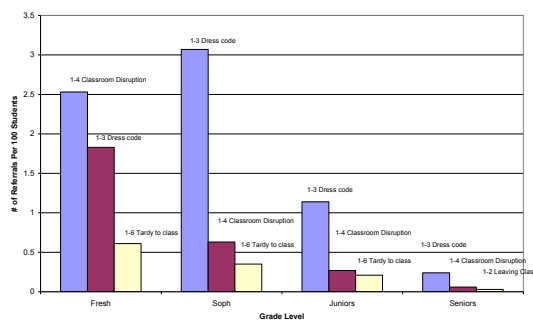
Question

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

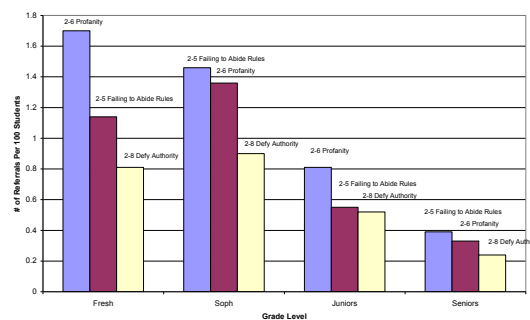
SET Data School 2 (year 1)



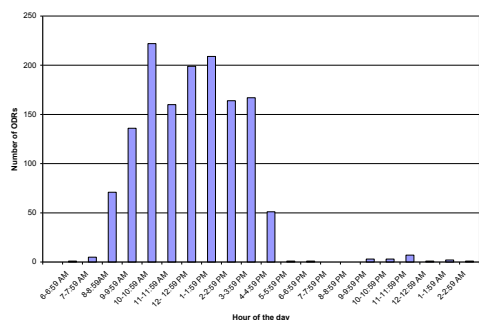
Top 3 Minor Infractions by Grade Level Per 100 Students



Top 3 Reasons for Major Referrals Per Every 100 Students



ODRs by time



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

Effective School Environments

Career Builder

Reflection

- See Handout "Supportive Environments Quiz"
- Take the quiz

Classroom

Walk around while the music plays.
When music stops, tell someone about
your favorite class and teacher

Components of Effective Classroom Settings

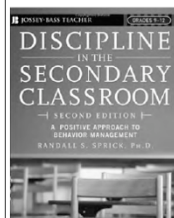
- Maximized Structure
- Post, teach, model reinforce expectations
- Active engagement
- Variety of ways to acknowledge
 - Including success!
- Continuum of ways to respond

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

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

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>)

Planning

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

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

Teaching Expectations

High School Football?

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

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?



Acknowledgement

Cheerleading Video?

Earned this bag on SW...



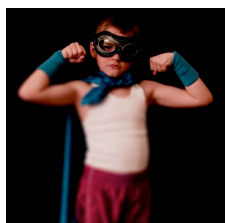
Acknowledgement...

- 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



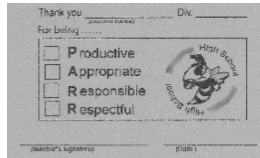
Higher efficacy

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

Photo by Josh Thompson

High Frequency

Buzzy Buck



Thank you _____

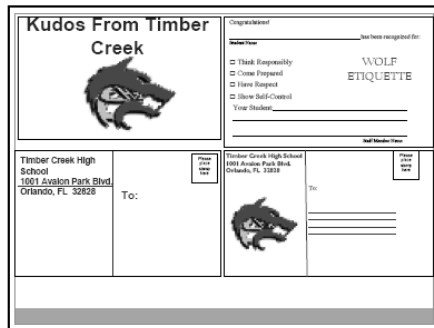
For being _____

☐ Productive
☐ Appropriate
☐ Responsible
☐ Respectful

WOLF BOOK

_____ (teacher's signature) _____ (date)

Intermediate



Kudos From Timber Creek

☐ Think Respectfully
☐ Close Friend
☐ Have Respect
☐ Have Self-Control
 Your Student _____

WOLF ETIQUETTE

Timber Creek High School
 1801 Avalon Park Blvd.
 Orlando, FL 32828

To: _____

Timber Creek High School
 1801 Avalon Park Blvd.
 Orlando, FL 32828

To: _____

Timber Creek High School, FL, JOHN WRIGHT, PRINCIPAL

Large Scale



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?



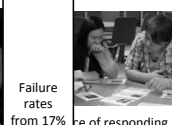
31.7 %
(Gallop, 2015) <http://buff.ly/1Gna5NO>

Photo from Flickr Creative Commons

Instructional/Emotional Support



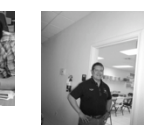
Laughing with students



Failure rates from 17% to 11%



Rate of responding



Out of desk greeting



Ask about events



Ask "why"?

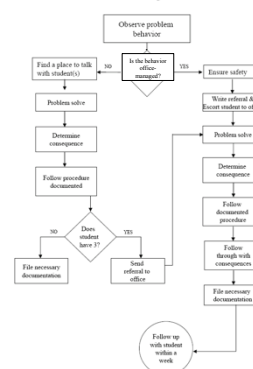
Allen, Gregory, Mikami, Lun, Hamre, & Pinata (2013)

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

- Attendance to class:
- Teacher reports on IMPACT*
- Tardy to class:
- Teacher reports on IMPACT*
- Behaviors to be logged by teacher:
- Excessive talking
 - Insubordination
 - Off task
 - Passing notes
 - Drinks/food
 - Headphones
 - Cell phones
 - Missing homework
 - Not prepared for class
 - Inappropriate language
 - Disrespect
 - Dress code
 - Cheating/Plagiarism

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 parents. See behavioral strategies sheet as a suggestive guide. If behavior becomes egregious and SEVERELY DISRUPTS CLASSROOM INSTRUCTION, it becomes a matter for the dean. Teacher notifies repetitive behavior violations.

Dean & Attendance Office Managed Behavior

Note: All Behaviors below are either outside the teacher's control or are safety issues that need office attention right away:

- Attendance Office:**
- Cutting class(es)
 - Excessive tardiness to class/school
 - School Attendance
 - I.D. (safety issue)

Generally, all attendance matters are handled by the attendance office. Non-attendance behaviors are referred to the dean.

- Dean's Office:**
- Repetitive minor offenses. (Accompanied by log)
 - Fighting
 - Vandalism
 - Verbal/Physical Threat
 - Gang Representation
 - Drug Violation
 - Arson
 - Hallway 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

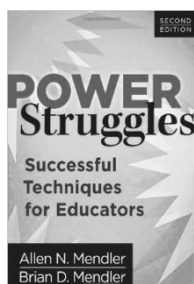
- Teach skills for prevention
 - Good classroom instruction
 - Non-classroom settings
- Teach skills for redirection
 - Classroom
 - Non-classroom settings
- See Handout “Professional Development on Redirection”

Videos

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

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* (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)
 - https://www.irisd.com/freecourse&?utm_source=PBIS+Educational+Media+Mailings+List&utm_campaign=9d73acd430-FREEprog_SysSupvElem_8_5_2014&utm_medium=email&utm_term=0_cb7ab95a8b-9d73acd430-2911229748-UJ6UPlwW5a

Resources

- 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/>