**Kansas MTSS Symposium**

**2017**

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

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

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

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

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

**VT School Climate**

Domain 1 Safety:Behavioral Expectations, Sense of Social and Emotional Security; Domain 2 Physical Environment: School Connectedness & Community Engagement; Domain 3 Teaching and Learning: Social Skills Development, Student Engagement and Self Direction; Domain 4 Interpersonal Relationships: Social Supports for Students

**Connections to TASN Innovation Configuration Matrix (ICM):**

LE 8: The system, including staff and families, impacts learning through the intentional design and

redesign of the curriculum, instruction and environment.

C 3: Staff members have agreed to and documented 5 or fewer positively stated rules/behavioral expectations.

C 4: There is a formal curriculum/system for teaching the essential components of academics and behavior across all tiers.

C 5: Staff members select academic curricula, behavioral instructional materials, and programs/processes for supporting learner behavior that are an appropriate match for the needs of the learners at all tiers, based upon data.

C 6: Staff members are specifically trained in using academic and behavioral core, supplemental and intense curricular materials and programs that they are responsible for providing. Coaching is provided as staff members implement the curricula and programs to ensure fidelity of

implementation.

I 2: All staff members are specifically trained in the use of targeted evidence-based instructional practices/strategies for academics and behavior. All staff members understand the critical features and application in all settings. Ongoing support and coaching is provided as staff members implement the instructional practices/strategies.

I 5: The schedule provides sufficient time for core, supplemental and intensive instruction and is

protected from all controllable interruptions and monitored to ensure that planned time is

actualized.

IS 1: Policies and decisions (including curriculum, instruction, scheduling, staffing, and family

involvement) are mutually determined based upon current evidence regarding effective practices.

IS 8: There is a formal, long term professional development plan for all staff members and administrators with all activities directly tied to practices that support the implementation and refinement of a multi-tier system based upon local data.

**Supportive Environments Quiz**

With the following statements, decide who was the possible author (e.g., elementary school administrator, middle teacher, high school teacher, other).

1. We cheer people on all the time..We celebrate everything! Although we do have some formal celebrations, a lot of them are informal, spontaneous celebrations that cost little or no money.
2. We catch people doing things right and accentuate the positive by praising them.
3. [After problem] I watch him or her closely so that, as soon as possible, I can catch the person doing something right.
4. People listen to you because they trust you, not just because of your authority.
5. Culture defines what “Doing the Right Thing” means in a group, it makes dealing with expected behavior “not personal.”
6. Our core values include: Pursue Growth and Learning, Be Passionate and Determined, Be Humble

**LESSON PLAN OVERVIEW**

**BIOLOGY**

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

**By BK**

Themes: Welcome students;

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

Introductions and overview of class, expectations and routines;

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

**Monday, 9-01**

No School - Labor Day Holiday

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

1. Welcomes students.

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

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

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

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

5. Sign programs

{materials: transparencies; student profile form; programs}

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

1. Welcome any new students. Sign programs.

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

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

4. Distribute and review list of class rules.

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

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

Emphasize how important science is to our every day life.

{materials: transparencies; white easel paper}

**Thursday, 9-04**

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

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

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

**Friday, 9-05**

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

**BIOLOGY SYLLABUS**

**Class Taught by Mr. K**

**September,**

**Course Description**

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

**Course Objectives:**

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

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

**Required Texts, Materials, and Supplies**

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

Materials and Supplies

(1) Notebook (3 ring binder);

(2) Pens, paper, pencils;

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

**Class Format**

\*Bell ringers \*Lecture \*Demonstration

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

\*Note taking \*Homework \*Lab activities

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

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

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

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

**Classroom Rules and Expectations You Will:**

1. Follow the Uniform Discipline Code;

2. Follow the classroom expectations (see attached lists)

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

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

**Grades**

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

90 - 100 A

80 - 89 B

70 - 79 C

60 - 69 D

Below 60 F

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

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

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

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

\* Semester tests: will be comprehensive.

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

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

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

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

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

Signature Date Period

**CLASS EXPECTATIONS**

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

**Mr. K’s BIOLOGY CLASSES**

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

**RESPECT**

TREAT OTHERS THE WAY YOU WANT TO BE TREATED

Be polite to each other:

Don’t maker fun of other people

Listen to others

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

Raise your hand before talking

Follow rules

Do not disturb the class

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

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

ATTITUDE

**ACADEMICALLY ENGAGED**

COME TO CLASS WITH CONFIDENCE

Work hard

Do your best

Come prepared for class:

Bring assigned completed work

Bring needed supplies

Complete all assignments and do it on time

Be organized

Take notes

Ask questions

Listen

Participate in activities, discussions

Work with and help others

Pay attention

Come on time

Use the library

Discuss and debate

Learn how to communicate

Study

Raise your hand before talking

ATTITUDE

**RESPONSIBILITY**

TAKE RESPONSIBILITY FOR YOUR ACTIONS

Do your best

Show respect to others

Wear ID (visible)

Follow dress standard

Be on time

Listen

Listen before acting

Copy down assignments

Complete assignments

Come prepared for class

Keep track of things

Take care of books, supplies, classroom

Return supplies and other borrowed items

Help others

Attitude

BE HONEST

**TEACHER**

BE A ROLE MODEL - SET A GOOD EXAMPLE  
 Be polite

Be on time

Come prepared with completed lesson plan

Give meaningful work

Respect students

Respect the opinion of students

Be fair to all students

Treat all students equally (don’t play favorites)

Pay attention to students

Make eye contact with students

Listen to students

Listen to suggestions

Help students

Answer questions

Don’t use put downs

Don’t use profanity

Stay calm; don’t yell; control anger

Give advance notice of assignments and tests

Grade papers and tests on time

Grade “right” (fairly)

Watch body language

Maintain a clean classroom

Remember that “things go both ways”

Treat students as young adults

ATTITUDE

**BUILDING EXPECTATIONS**

**Sample Lesson Plan**

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

**Expectation:** Be Respectful

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

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

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

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

**Negative Example:**

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

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

**Positive Example:**

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

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

**Practice:**

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

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

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

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

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

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

**BUILDING EXPECTATIONS**

**Sample Lesson Plan**

**Objective:**

**Expectation:**

**Location:**

**Activity:**

**Why this is important:**

**Negative Example:**

**Positive Example:**

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

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

(short term and long term)?

**Next Steps:**

**Checklist for teaching expectations**

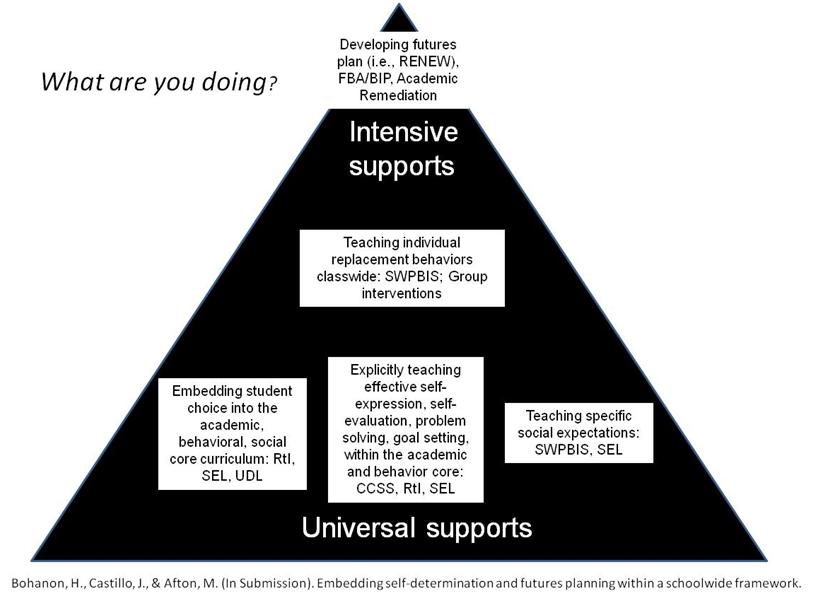
|  |  |
| --- | --- |
| **Activity for teaching \_\_\_\_\_\_\_\_\_\_\_**  **(list the expectation being taught)** | **Yes= 2 Good Start = 1 No = 0**  **Comment for additional practice** |
| Was the schoolwide expectation explicitly stated? |  |
| Was the location where the behavior is to be carried out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

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

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

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

**Yes/No**

****

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

**Speaking and Listening Common Core (Middle School)**

Comprehension and Collaboration

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

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

Continue a conversation through multiple exchanges.

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

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

Presentation of Knowledge and Ideas

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

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

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

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

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

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

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

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

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

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

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

Two ways create engagement:

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

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

Two ways to create disengagement:

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

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

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

**Student Engagement**

Very good resource for research around literacy and student engagement (Click on Icon)

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**Also…**



# Learning Together About Engaging Text Discussion

**Purpose** Trainers, coaches, and expert teachers are encouraged to use this tool to provide in-service training on facilitating text discussion. During this session, teachers will work in the larger group and in small groups to deepen their understanding of instructional strategies and practices.

**Materials** Laptop and projector

**Media** [*Talking About Text: Discussion-Based Approaches to Reading Instruction*](http://wested.mediacore.tv/media/talking-about-text-discussion-based-approaches-to)*.* Watch this multimedia presentation to learn about important features of extended discussions about text. (5:51)  
  
[*Engaging Adolescents in Discussions About Text*](http://wested.mediacore.tv/media/engaging-adolescents-in-discussions-about-text)*.* Watch this expert interview with Dr. Janice Dole to learn about how teachers can use engaging text discussion to facilitate reading comprehension. (5:28)

Topic Adolescent Literacy

Practice Engaging Text Discussion

## Learning Together About Engaging Text Discussion

1. Watch the multimedia presentation, *Using Text Discussions to Engage Students and Improve Comprehension* and the expert interview, *Engaging Adolescents in Discussions About Text*. Lead a discussion to clarify the team’s understanding about engaging text discussions. Ask them to reflect on these questions:
   * Why is it important to provide opportunities for adolescents to discuss text?
   * What are some key features of effective, extended discussions?
   * What should teachers consider when selecting a text for a discussion?
   * What are some of the roadblocks to implementing this practice? What are some ways to address these roadblocks in your classroom?
   * What kinds of tools, materials, or training would you need to incorporate more text discussion into your classroom?
2. Discuss as a group: What can teachers do to create a classroom environment that supports classroom discussion?  
     
   Option: Teachers may discuss the question in small groups and draw a visual diagram of a classroom environment that supports discussion.   
     
   Whole group or small group discussion topics may include the following:
   * Posing authentic and provocative questions for discussion
   * Establishing classroom norms for discussions
   * Creating a safe space for practicing speaking and listening
   * Modeling and practicing discussion roles
   * Providing prompts for participation (e.g., sentence starters)
   * Providing tools to organize discussions (e.g., graphic organizers)
   * Discussion aids posted on classroom walls
   * Physical set-up of classroom
3. Fishbowl exercise:   
     
   To the trainer: Bring in a short text and provocative discussion question for a fishbowl exercise. A group of 5 or 6 teachers is seated in a circle in the middle of the room, surrounded by observers. The group in the center is asked to read the text and respond to the question. The observing group takes notes.  
     
   Option: You may take this as an opportunity to try out an activity structure like reciprocal teaching or literature circles, or simply have a free-form discussion.  
     
   Lead a discussion after the fishbowl activity about what was observed. The questions below can serve as prompts for observers’ note-taking during the discussion or for the debrief after the discussion:
   * What did you notice about body language and non-verbal behavior?
   * What did you notice about how people expressed an opinion?
   * What did you notice about the language or manner with which people agreed or disagreed?
   * (If using roles) What did you notice about how each person carried out their role?
   * How effective were the text selection and discussion question?
   * What skills or strategies did you notice the teachers using that your students haven’t mastered yet?

As a wrap-up, have teachers discuss how they might conduct a fishbowl activity in their own classrooms and how they would modify the activity for their own use.

**Acknowledging Students for Good Behaviors**

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

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

Types of acknowledgement:

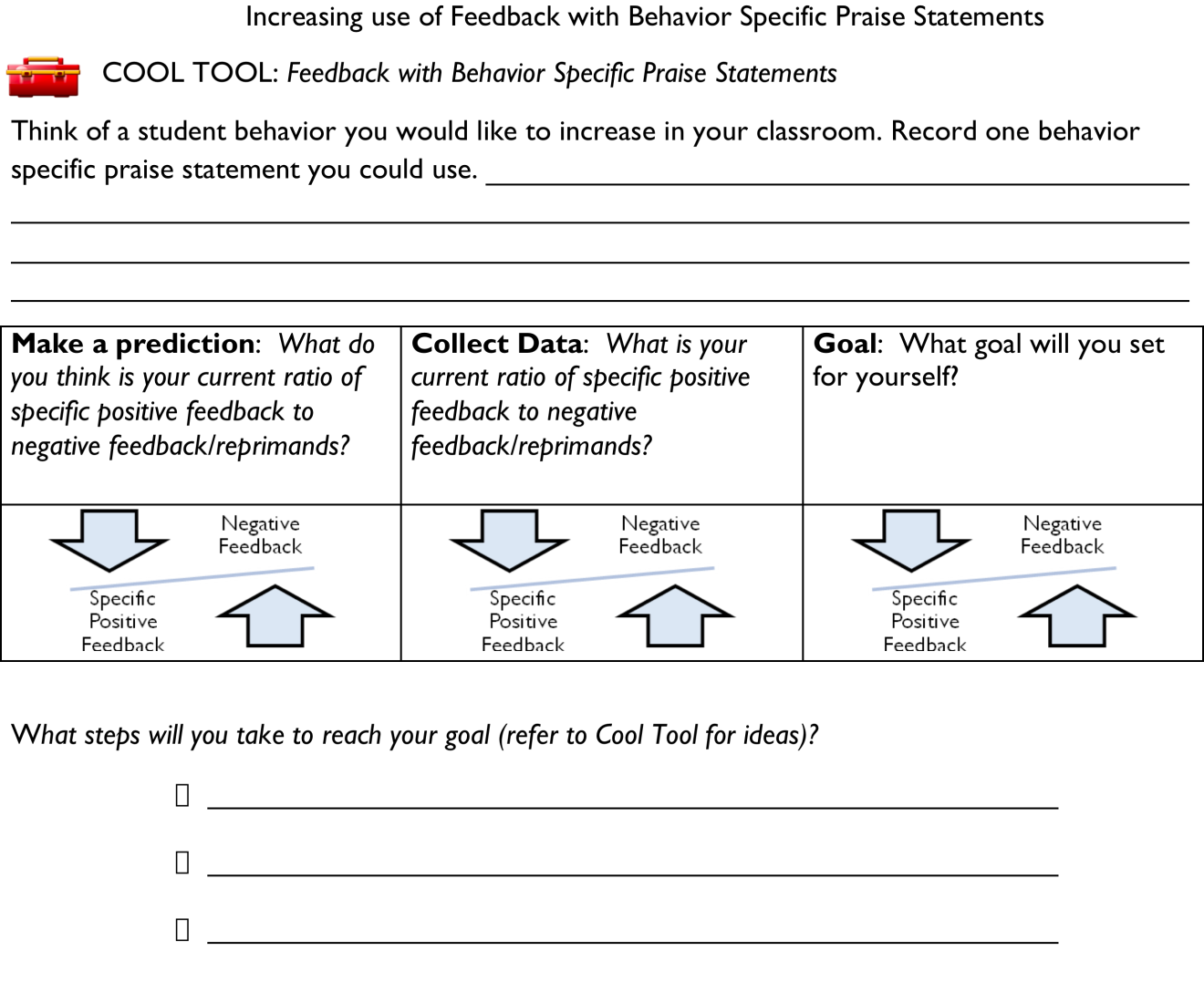
Immediate/Frequent:

Intermediate (weekly?) – homework example

Large scale, school sprit oriented (school picnic?)

|  |  |  |
| --- | --- | --- |
| **snapshot.GIF Snapshot: Continuum of Strategies to**  **Encourage Appropriate Behavior**  **Benchmarks of Quality 25-32** | | |
| *Practice: Behavior Specific Praise Statements (BSPS) Ratio 4:1* | | |
| ***Research*:**  The research supports the use of behavior specific praise statements to:   * teach new behaviors and support maintenance of acquired behaviors (Mesa, Lewis-Palmer, & Reinke, 2005) * to increase on-task behavior (Fullerton, Conroy, & Correa, 2009) * to decrease problem behavior (Hawkins, & Heflin, 2010; Lampi, Fenty, & Beaunae, 2005; Lane, Kalberg, Bruhn, Mahoney, & Driscoll, 2008; Mesa, Lewis-Palmer, & Reinke, 2005; Stormont, Covington Smith, & Lewis, 2007; Sutherland, Wehby, & Copeland, 2000) * provide increased opportunities for building positive relationships with students * provide support to students with the most challenging behavior, needing targeted and/or intensive supports, through more frequent behavior specific praise statements delivered contingently for appropriate behavior coupled with less frequent reprimands for inappropriate behavior. Students with the most challenging behavior typically do not receive access to even the average rates of praise that students without challenging behavior receive (Lewis, Hudson, Richter, & Johnson, 2004) | | |
| ***What is it?***  A behavior specific praise statement is verbal/written feedback that is *descriptive*, *specific*, and delivered *contingent* upon student demonstration of expected behavior (Gable, Hester, Rock, & Hughes, 2009; Hawkins & Hefflin, 2010) | ***Effective Praise***   * “Excellent job listening and following directions the first time.” * “Your eyes are on me and your mouth is quiet. Thank you for being ready to learn.” * "Way to go! You asked for help and followed the steps to complete your math work before the end of class!” * "Thank you for being on time this morning, that's very responsible." | ***Less Effective***   * "Good job!" * "Excellent!" * "Well done!"   (Gable, Hester, Rock, & Hughes, 2009) |
| ***Practice***   * Develop classroom rules aligned with school-wide expectations * Post and teach classroom rules * Use 2-3 words from the defined classroom rules to formulate BSPS. * Deliver BSPS immediately after students demonstrate expected behavior. * Use prompts to remind you to use BSPS (e.g. notes to self, tally marks, paper clips from one pocket to another, write BSPS on sticky notes to distribute during instruction.   (Conroy & Correa, 2009; Sprick, Knight, Reinke, McKale, 2006)   * Note: Praise alone may not be powerful enough to change the behavior of some students and more concrete or tangible reinforcers may need to be paired with praise. * Note: Deliver in close proximity in a way acceptable to the student (Gable, Hester, Rock, & Hughes, 2009 ) | ***Observation and Feedback***  *Instructions:*  Conduct a 10-20 minute observation to calculate the frequency and ratio of positive feedback statements (BSPS) to negative feedback statements. Complete a frequency count to record the number of times within the 10-20 minutes that the identified strategy is observed. This can be used as a self-assessment (e.g., recording), a tool for a peer observation, walkthrough, etc. Consider graphing progess.   |  |  |  | | --- | --- | --- | | *Date:* |  |  | | *Strategy: Positive Feedback Ratio 4:1* | *Frequency* | *Comments* | | *Specific, positive feedback (BSPS)* |  |  | | *Negative feedback* |  |  | | Ratio of specific, positive feedback to negative feedback  Positive : Negative Ratio = | | | | Measureable Goal: | | | | |

From Susan Barrett, PBIS TA Center

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From Susan Barrett, PBIS TA Center

Reinforcement Planning Matrix

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| TYPE | WHAT IT IS | **WHEN WILL IT HAPPEN** | **WHERE CAN/WILL IT HAPPEN** | **WHO WILL BE IMPLEMENTING** | **NOTES** |
| High Frequency “GOTCHAS” |  |  |  |  |  |
| Unpredictable/Intermittent “BOOSTERS” |  |  |  |  |  |
| Attention Grabbing “Celebrations” |  |  |  |  |  |

Based on the work of Steve Romano

Link to Sample Acknowledgment Matrix: <http://hankbohanon.net/userfiles/High_School_PBS/Presentations/Acknowledgement/Sample%20school-wide%20reinforcement%20plan%20PD%20OBJ4%20.doc>

**Professional Development on Redirection**

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

**Year at a Glance for PBS (**See <http://hankbohanon.net> for Word Doc**)**

|  |  |
| --- | --- |
| **Summer Vacation** | Training and planning with PBS Team  (Typically three meetings)  Develop guidebook for teachers |
| **August** | Develop action plan for first few months of school (Add to this at each meeting throughout the year)  (Be ready for orientations, guidebook, tickets, store, raffles, data, meetings) |
| **September** | Kickoff for school year: Teach expectations, explain the acknowledgement system to all students and staff.  Pass out guidebook and explain (include policy)  Distribute tickets to all staff members.  Begin to look at target level supports: identify groups  Team meets bi-monthly – review data |
| **October** | School store up and running, consistent raffle drawings.  Prepare for secondary supports, identify needs and data.  Feedback from staff about project  Recruit and orient new team members  Review Team Implementation Checklist  Share data with the staff  Team meets bi-monthly – review data |
| **November** | Begin planning first school-wide celebration  Review data, identify secondary needs  Parent climate survey  Team meets bi-monthly – review data |
| **December** | Possible target month: school-wide celebration, encourage acknowledgment system  Secondary supports – on-going  Review Team Implementation Checklist  Share data with the staff  Team meets bi-monthly – review data |
| **January** | Refresh everyone on school-wide system.  Administer SET  Team meets bi-monthly – review data |
| **February** | Feedback from staff about project and present data |
| **March** | Possible target month: school-wide celebration(?), encourage acknowledgment system  Review Team Implementation Checklist  Share data with the staff  Administer EBS  Team meets bi-monthly – review data |
| **April** | Possible target month: school-wide celebration(?), encourage acknowledgment system  Planning retreat for next steps (all day)  Team meets bi-monthly – review data |
| **May** | Administer Climate survey  School-wide celebration (?)  Team meets bi-monthly – review data |
| **June** | Report summary data to staff and feedback  Review Team Implementation Checklist  Set dates for summer planning/training  Final planning meeting  Team meets bi-monthly – review data |

**SWE Rotational Sessions- Staff Development**

**45 Minutes Each**

1. **Rationale: Who will do overview -** 
   1. Why SWE -
      1. Read through the rationale, make it a point to emphasize the EVERYONE when feeling comfortable, valued and welcome
      2. Review the CIWP goal
      3. SWE is not a closed door committee, it is an always accepting, open team

iv.Get back instructional time, fewer power struggles, adds to more comfortable

and productive classroom environment

v. Data: SET (what you are doing), TIC (team’s perception), SAS (teacher

perception) Highlights from office discipline referrals, Goal 50% reductions in the number of classrooms and teachers with 10 or more referrals, general

reduction in classroom ODRs: Slides: Total ODRs, Triangle, By Class, By Month, By Locations, By Who is involved, By Major and by Minor, By Time

of Day, By Teacher response, By Admin, and Suspensions.

1. **Communication -**

a. Walk through the teacher handbook

b. Overview of committees and their major tasks for the year (year at a glance) based on

our priorities from the Effective Behavior Support Survey (EBS)

1. **Data -** 
   1. Show one page from the EBS from the school wide - (pull graph)
   2. Working together to create one clear set of policies
      1. What did we do on the area of communication from the action plan in the following areas. We want you to help with as much as possible:
         1. Hallway behaviors – transition plans TBA
         2. Overview of rotational meeting for students (short overview)
         3. Consequences for major behaviors or repeat problems (in school problem solving is coming): a. check in and check out as needed, office vs class, procedural flow chart, ODR form (how and when to use - see example and why),
         4. redirection strategies (one pager -in handbook) <http://69.195.124.205/~hankboha/wp-content/uploads/2014/04/Handout-on-Redirection7-13-07-Shorter.doc>
         5. Good example of how to stay out of a power struggle video - see about 6 minutes in - maybe use maybe not <http://vimeo.com/groups/pbisvideos/videos/14818677>
   3. Create an **open** line of communication between all staff (survey is coming - welcome to share with team at any point)
2. **Teaching -** 
   1. Role play teaching example and give example - show clip of teacher teaching expectation (short) .
   2. Great example of teaching expectations - maybe use - maybe not - about 2 Minutes into video <http://vimeo.com/groups/pbisvideos/videos/14818677>
   3. Discuss lesson plans for first two weeks
   4. Boosters and on-going teaching – focus on (PUT THE MONTHS IN HERE FOR RE-Teaching AND BOOSTERS BASED ON MONTHLY GRAPH)
3. **Incentives and Acknowledgements -** 
   1. The intent of this team is to encourage and recognize desired positive behaviors
   2. How to acknowledge (see one pager - in handbook) <http://69.195.124.205/~hankboha/wp-content/uploads/2014/04/Acknowledging-One-Pager.doc>
   3. Staff will be encouraged to establish their own “best” methods of recognizing and acknowledging their students that best fit their own classroom management and organizational styles and needs.
   4. High frequency **School Store System**- stickers and school store - how this works **(See TMMS Acknowledgement Grid)**
   5. **Small Group Awards - Checking for appropriate language, Honor roll, Disrespect Checks, and Acknowledging Teacher (See TMMS Acknowledgement Grid)**
   6. **School Wide Awards:** If the students have over 95% attendance in December they will be rewarded with a school dance on December 21st., 2. If we see a 10% drop in Office Discipline Referrals from February to March we will have a Dance on March 28th. If we see a 10% drop in ODRs from May to June we will have a dance June 14th.**(See TMMS Acknowledgement Grid)**
   7. We are hopeful that we as a school will become more mindful of all of the little (and big) things that are done on a daily basis to help maintain a positive work environment.

**Examples of PLC Schedules for Intervention**

**Adlai Stevenson High School**

• Eight 50-minute periods

• Students take six classes (50 minutes)

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

• Juniors and seniors passing all classes have one free period

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

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

**Bernice MacNaughton High School**

• Supplemental math and English classes based on proficiency assessment

• Math and science lunch labs

• RED (Remediation/Enrichment Days) after common assessments

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

• Hired full-time guided study teacher

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

**Cinco Ranch High School**

• Seven periods

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

• Intensive study skills

• Target math study hall

• Before- and after-school tutoring

* Each teacher tutors twice a week as part of duty

• Choice of detention or tutoring if fail to show

• NHS students tutor during study hall

• Progress reports or report cards every three weeks

• Online credit recovery

**Jane Addams Junior High School**

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

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

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

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

• Reading Extension class for lowest readers

• 60-minute math period for remedial math students

**Lakeridge Junior High School**

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

• Students enroll in four 80-minute periods

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

tutoring; all others provided enrichment options or free time.

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

arts or math

**Monticello High School**

• Seven-period block

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

minutes for lunch

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

minutes for lunch

• Tuesday–Friday—Period 5 meets for 55 minutes

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

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

minutes for lunch

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

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

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

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

**Washington Academic Middle School**

• Purgatory rather than lunch

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

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

Students reassessed. Optional for proficient students

• Required intersession for students who fail trimester

• Elective period replaced with academic seminar

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

**Whittier High School**

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

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

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

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

tutoring and small-group work.

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

How do we connect components with effective classroom management?

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

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