**Implementing MTSS in High School Classrooms**

**Nebraska MTSS Summit**

**Session Workbook**

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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.

**Needs Assessment**

Based on the work of Jim Knight, and interviews with NE/KS MTSS leaders

**What is going well related to MTSS**

* Some schools are using social and emotional screening tools to identify students’ needs
* Some schools have established tier 1 teams looking at schoolwide data
* Some schools have weekly booster lessons for expectations including social, emotional and behavioral, Tier 1 restorative practices (circles, chats)
* Some schools are adding additional knowledge bases to their teams – social works, restorative practices personnel

**Challenges, next steps, and areas to improve**

* Larger school sizes create challenges for ownership, school structure
* It is difficult to hire mental health community-based staff
* Staffing shortages in general
* New staff/teachers without a background in MTSS or education in teaching.
* Variability in ways schools collect data
* Getting students excited about learning and not just the grade, this is tied to student engagement
* HS teachers have a perspective students should automatically know what is expected and it's not their responsibility to teach the students non-content information
* Understanding of child development and brain development, the differences between a 14 to 18-year-old
* Understand that if a student's basic needs are not being met, they are not prepared to learn (e.g., lack of food, stable housing, etc.)
* Unstructured spaces outside of the classroom, cell phones are a challenge - tied to social media and mental health concerns
* Trauma, lack of basic support.  Sometimes families have misconceptions about support systems and they do not want to ask others for help
* Inviting people to the table, how we do this to support students and build skills - addressing culture in building and community
* Convincing teachers that the students need what they need - 9th grade is hard! Bring Tier 2 down to Tier 1 for all freshmen, and develop a class to focus on SEB, career/college readiness

**Domains of Safe and Successful School Climate**

|  |  |  |  |
| --- | --- | --- | --- |
| **Safety** | **Physical Environment** | **Teaching and Learning** | **Interpersonal Relationships** |
| \_\_Behavioral Expectations  \_\_Health & Wellness Expectations  \_\_Sense of Physical Security  \_\_Sense of Social-Emotional Security | \_\_School Connectedness & Community Engagement  \_\_Physical Surrounding | \_\_Support for Learning  \_\_Social Skills Development  \_\_Student Engagement & Self-Direction | \_\_Respect for Diversity  \_\_Social Supports for Students  \_\_Leadership  \_\_Professional Relationships |

Rate each area on a scale of from 1-5. With 5 meaning the component is in place or working well, and 1 meaning the component is not in place or needs improvement.

Bohanon, H., Caputo-Love, L., Morrissey, K. (2020). *Preparing secondary school teams to implement systematic interventions.* Routledge Publishing

Vermont Agency of Education (Accessed July 28, 2016). *The 13 dimensions of school climate.* Vermont Agency of Education, Retrieved from: <http://education.vermont.gov/documents/edu-school-climate-13%20Dimensions.pdf>

National Center of School Climate (Accessed February 19, 2021). Twelve dimensions of school climate measured. Retrieved from https://www.schoolclimate.org/themes/schoolclimate/assets/pdf/school-climate/dimensions\_chart\_pagebars.pdf

**Table 1.2 *Comparing MTSS/MTSS and School Improvement (Adapted from Goodman & Bohanon, 2018; Sleegers et al., 2014; Slavin, 2007)***

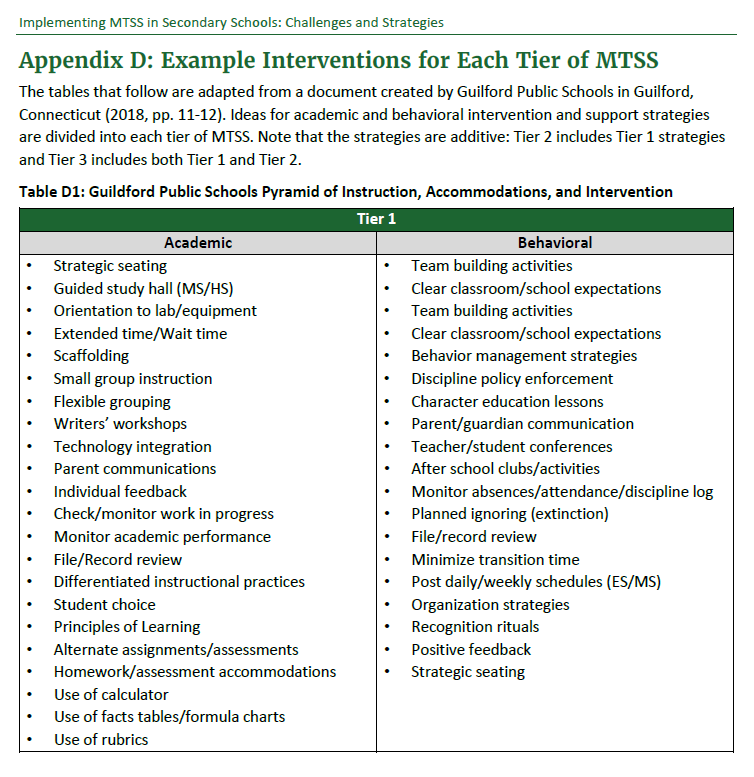
|  |  |  |
| --- | --- | --- |
| Focus area | Multi-tiered systems of supports (MTSS)/MTSS | School improvement |
| Systems | * Systems in place to ensure interventions are implemented correctly * Collaborative, Team-based leadership (OPI) * Consensus and commitment (OPI) | * Leadership roles distributed * Community and parent partners included * Staff provided sufficient resources and time * Support obtained from school staff * External support procured for technical assistance |
| Data | * Assessments used to determine which students need support (e.g., screening) (OPI) * Student performance data collected, guides programing and improvement efforts – data-based decision making (OPI) | * Student progress is monitored using data * Program evaluation conducted * Measurable goals and benchmarks identified |
| Practices | * Interventions organized across tiered continuum of support (OPI) * Interventions selected, implemented, and monitored * Supports begin with effective core curriculum * Evidence-based Instruction, Intervention and supports (OPI) | * Programs designed comprehensively * Core instruction standardized * Research-based strategies selected |

**Aligned with and adapted from with Montana Office of Public Instruction’s 7 Essential Components of MTSS (**[**link**](https://opi.mt.gov/Educators/Teaching-Learning/Multi-Tiered-Systems-of-Support/MTSS-Essential-Components)**)**

**Table 1.3 Identify area of strength and one area of improvement for your MTSS work across systems, practices, and data**

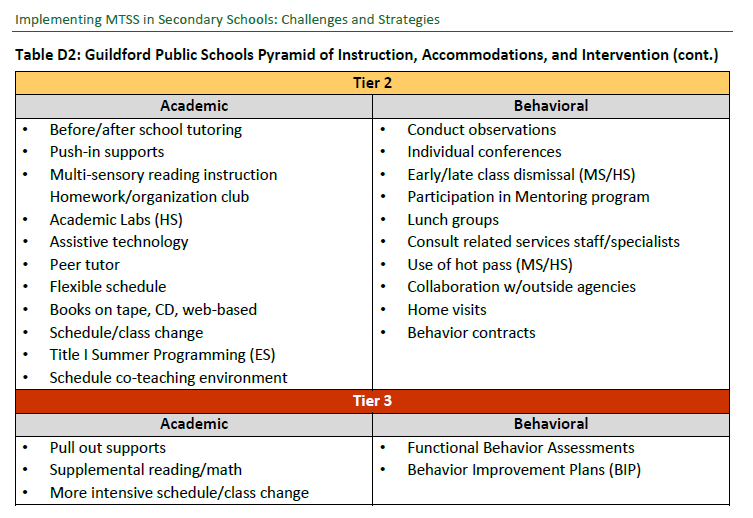
|  |  |  |
| --- | --- | --- |
|  | **Strength** | **Improvement** |
| **Systems** |  |  |
| **Data** |  |  |
| **Practices** |  |  |

**Examples of Tier One Interventions**

****

Durrance, S. (2023). Implementing MTSS in Secondary Schools: Challenges and Strategies. Greensboro, NC: SERVE Center at UNC Greensboro.

**Example of Tier 2 and 3 Interventions**

****

Durrance, S. (2023). Implementing MTSS in Secondary Schools: Challenges and Strategies. Greensboro, NC: SERVE Center at UNC Greensboro.

**Moving from TIER I to TIER II**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Current Group Intervention** | **Function** | | | | **Referral**  **criteria** | **Frequency/ Intensity of Intervention** | **Resources needed (staff, space, $, time)** | **Schedule for Checking Progress** | **Effectiveness Measured**  **(success criteria/ goal)** | **EXIT Criteria** |
| **Adult att.** | **Peer att.** | **Work avoid** | **other** |
| **Daily Planner** |  |  | X | X | Unorganized  Low HW Comp. | Daily Check by TA or Classroom Teacher | Buy or Print Planners  Smart phone | 3 week intervals for 3 recurrences, total of 9 weeks | Higher Grades  HW Comp increase  Increased Organization | Successful completion of Tier 1 plan |
| **Seating Chart** | X | X |  |  | ODR Count  Teacher Observation | Daily in specified class | Time | 3 week intervals for 3 recurrences, total of 9 weeks | Fewer ODR’s  Fewer Disruptions  Higher Grades | Successful completion of Tier 1 plan |
| **Increased Home Communication** | X |  | X | X | Low HW Comp.  Classwork Refusal | Daily  Weekly  Monthly | Time | 3 week intervals for 3 recurrences, total of 9 weeks | Higher Grades  Fewer ODR’s | Successful completion of Tier 1 plan |
| **Homework Club** |  |  | X | X | Low HW Comp. | 3:00-4:00pm every Tuesday and Thursday that school is in session | Paid Staff to oversee space and track attendance | 3 week intervals for 3 recurrences, total of 9 weeks | Higher Grades  HW Comp increase  Increased Organization | Successful completion of Tier 1 plan |
| **Bridges Afterschool**  **Program** | X | X | X | X | Bridges sign-up and permission forms | Daily  Quarterly | Bridges grant funding | 3 week intervals for 3 recurrences, total of 9 weeks | Higher Grades  HW Comp increase  Increased Organization | Successful completion of Tier 1 plan |
| **Differentiated Instruction** |  |  | X | X | Need assignments delivered in an alternate way | As needed or  by subject | Teacher time when designing lessons  IA | 3 week intervals for 3 recurrences, total of 9 weeks | Higher Grades  Increase in participation | Successful completion of Tier 1 plan |
| **Family Link Check** |  |  | X | X | Not using study hall time advantageously | Daily  Weekly  Monthly | 5 minutes of time at start of study hall  Every Tuesday in TA | 3 week intervals for 3 recurrences, total of 9 weeks | Higher Grades  HW Comp increase  Increased Organization | Successful completion of Tier 1 plan |
| **Teacher Check and Connect** | X |  | X | X | Classwork refusal  Multiple  Minor ODR’s | Daily  Weekly  Monthly | Teacher Check and Connect worksheet  Teacher Time | 3 week intervals for 3 recurrences, total of 9 weeks | Higher Grades  Increase in participation | Successful completion of Tier 1 plan |
| **Extra Time on Assignments** |  |  | X | X | Teacher suggested  Classwork partially completed | As Needed | Space for student and teacher time | 3 week intervals for 3 recurrences, total of 9 weeks | Higher Grades  HW Comp increase  Increased Organization | Successful completion of Tier 1 plan |
| **Organization Skills** |  |  | X | X | Teacher suggested | Daily  Weekly | TA teacher | 3 week intervals for 3 recurrences, total of 9 weeks | Higher Grades  HW Comp increase  Increased Organization | Successful completion of Tier 1 plan |
| **Alternate Testing** |  |  |  | X | Teacher Suggested | As Needed  Can be alternate site or alternate style of test | Space and teaching staff to supervise | 3 week intervals for 3 recurrences, total of 9 weeks | Higher Grades | Successful completion of Tier 1 plan |
| **Alternate Work Space** |  |  | X | X | Teacher Suggested  Difficulty Focusing in main area | As Needed | Space and teaching staff to supervise | 3 week intervals for 3 recurrences, total of 9 weeks | Higher Grades  HW Comp increase  Increased Organization | Successful completion of Tier 1 plan |
| **Short Refocusing Breaks** |  | X | X | X | Teacher Suggested  Difficulty Focusing in main area | As Needed  No more than 1 break during a class period | Space and teaching staff to supervise | 3 week intervals for 3 recurrences, total of 9 weeks | Higher Grades  Increase in participation | Successful completion of Tier 1 plan |
| **Adult Check-in**  **Safety Person** | X |  |  | X | Guidance recommended  Teacher Suggested | As Needed  No more than 1 per day unless in crisis | Staff to accommodate:  Guidance Counselor, Nurse, SAP, Planning Room, or Favorite teacher | 3 week intervals for 3 recurrences, total of 9 weeks | Higher Grades  Increase in participation | Successful completion of Tier 1 plan |
| **Technology Use to Enhance Learning** |  |  | X | X | Teacher suggested  Typing instead of writing | As Needed | Computers, Laptops, iPad’s, etc…  Teacher Time | 3 week intervals for 3 recurrences, total of 9 weeks | Higher Grades  HW Comp increase  Increased Organization | Successful completion of Tier 1 plan |
| [**Chunking Assignments**](https://loyolauniversitychicago-my.sharepoint.com/personal/hbohano_luc_edu/Documents/Presentations/Austrailia%202022/Master%20Class%20-%20Chapters%201%2011-16/Tier%201%20Intervention%20Descriptions%20and%20Resources/Chunking%20Assignments%20Student%20Sheet.pdf)  [**For Teacher**](https://loyolauniversitychicago-my.sharepoint.com/personal/hbohano_luc_edu/Documents/Presentations/Austrailia%202022/Master%20Class%20-%20Chapters%201%2011-16/Tier%201%20Intervention%20Descriptions%20and%20Resources/Chunking%20Work%20Teacher%20Description.doc) |  |  | X | X | Teacher suggested  Students who feel overwhelmed by complex assignments | As needed | Teacher Time | 3 week intervals for 3 recurrences, total of 9 weeks | Higher Grades  HW Comp increase  Increased Organization | Successful completion of Tier 1 plan |
| [**PBIS World**](http://www.pbisworld.com) | X | X | X | X | Teacher Suggested  Chronic Minor Behavior Issues | As Described | Teacher Time/PBIS World License | 3 week intervals for 3 recurrences, total of 9 weeks | Fewer Minor Behavior Issues  Higher Grades | Successful completion of Tier 1 plan |

Moving from Tier I to Tier II – for grade level of department teams – Northfield Middle/High School VT.

**Practice with Matt**

**Student background**

* Freshmen
* Disruptive in class – calling out, yelling
* Problems during math class (student has deficits in math), or unstructured class activity
* Interested in job as a mechanic in future
* Attention seeking from adults was outcome of his behavior

**School background**

* Universal – school was teaching all students basic 3-5 behavior expectations
* Targeted – school had access to targeted skill development for academics
* Individual – school was developing capacity for individual supports and person-centered future plan development (e.g., setting goals for the future)

**Your recommendations**

What strategies would you recommend to support improvements in Matt’s functioning at school at each level of MTSS?

|  |  |
| --- | --- |
| Level | Recommendations |
| Universal |  |
| Targeted |  |
| Individual |  |

Bohanon, H., Caputo-Love, L., Morrissey, K. (Accepted). *Preparing secondary school teams to implement systematic interventions.* Routledge Publishing

**Table 5.6**

***What Data already Exists in Each of the 4 Domains of School Climate***

**Reflection Task 3**. Take a few minutes to identify any data you might already have in your school related to these areas of an effective school climate. You only need to identify data in areas where you have them. You can respond individually or as a group. Please include the names of all contributors if you complete this activity as a group.

|  |  |
| --- | --- |
| Safety  (Example: Discipline reports) | Teaching and Learning  (Example: Student grades) |
| Physical Environment  (Example: Observations, maintenance reports) | Interpersonal Relationships  (Example: Student surveys, classroom observations) |

**Data Next Steps**

**What data are connected to your universal outcomes?**

(Examples: Who is not responding to universal support according to specific criteria: 3 or more major office discipline referrals within a 4- week period; 5 or more unexcused absences in a quarter; 2 or more class failures in a quarter; 5 to 10 nurse visits in a 2-week period; 6 tardies to a class in a quarter; and/or, student failed to complete a minimum of 50% of class assignments in a 2-week period after initiating parent contact and student conferences.

Where are the data?

**To get these data into a format for decision making:**

Who needs to be **c**ontacted:

Who needs to **a**pprove:

Who needs to be **i**nformed:

Who is **r**esponsible:

Who can be **o**ut of the loop for now:

Malloy, J. M., Bohanon, H., & Francoeur, K. (2018b). Positive behavioral interventions and supports in high schools: A case study from New Hampshire. *Journal of Educational and Psychological Consultation*, 1-29. doi:10.1080/10474412.2017.1385398 http://www.tandfonline.com/eprint/IRHIAaVkwDTcckJHhuAp/full

**Table 12.3 *Attendance Action Planning***

| Tier | # of Students | % of Total | Names of Students |
| --- | --- | --- | --- |
| Tier 1 (less than one day/month)  Satisfactory Attendance |  |  | xxxxxxxx |
| Tier 1 (one day/month)  At Risk |  |  |  |
| Tier 2 (two to three days/month)  Early Intervention |  |  |  |
| Tier 3 (more than three days a month)  Specialized Support |  |  |  |

**Table 12.4 *Attendance Action Planning Option Two***

| Student Name | Tier | Staff Assigned | Possible Need | Action/  Intervention |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Table 12.5 *Factors that should be Explicitly Addressed within the Course Syllabus***

|  |  |  |
| --- | --- | --- |
| * Course Goals * Contact information * Student Success Traits * Rules/Expectations * Course Activities * Grades/Status * Classroom Procedures | * Entering the Class * Tardy/Absence * Course Materials * Assignments * Due Dates * Late/Missing Work * Tardy/Absence * Materials | * Assignments * Due dates * Late/Missing Work * Communication * Ending class * Consequences * Model Projects * Checklists |

Note: Adapted from [Sprick (2013)](#LinkManagerBM_REF_aJwsZL3b)

**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 make 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

**Reading for Meaning Practice**

**Choose one** of the following texts:

[Website overview of Multi-Tiered Systems of Support (MTSS)](https://mimtsstac.org/ta-center-model/multi-tiered-system-of-supports-mtss) (MiMTSS Technical Assistance Center)

[Infographic overview of MTSS](https://leadforliteracy.org/briefs/continuous-improvement-model-multi-tiered-systems-support-reading-mtss-r) (Lead for Literacy)

[Short MTSS overview](https://drive.google.com/file/d/1pFqntIWbGMxBc4ewxk0sxW-54xWvkUhR/view?usp=sharing) from chapter 1 of Implementing Systematic Interventions (Bohanon, Caputo, and Morrissey, 2021)

Use the text you chose to **complete the Reading for Meaning activity on the next page**: Find evidence you can quote, paraphrase, or describe to support and/or refute each statement in the middle.

* If your evidence supports the claim, enter in the left column.
* If your evidence refutes the claim, enter it in the right column.
* If you found evidence that supports AND refutes the claim, enter into each column.

\

|  |  |  |
| --- | --- | --- |
| **Evidence to Support** | **Claim** | **Evidence to Refute** |
|  | Use of data is key to effective MTSS. |  |
|  | An effective MTSS team looks at data once per year. |  |
|  | Students’ needs drive decision-making in MTSS. |  |

Adapted from Silver, H. F.,Dewing, R. T., & Perini, M. J. (2012). *The Core Six: Essential Strategies for Achieving Excellence with the Common Core*. Association for Supervision and Curriculum Development.

**Examples of** **K-12 Speaking and Listening**

**Comprehension and Collaboration: Standard 1** <https://cdn.education.ne.gov/wp-content/uploads/2021/10/ELA-Standards-Final-Draft-edited-10.6.21.pdf>

Comprehension and Collaboration | Communicate effectively and appropriately in

collaborative activities for a variety of tasks, purposes, and audiences to express ideas,

share knowledge, and generate new understandings. LA.12.SL.1

* 1. Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.
  2. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.
  3. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
  4. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
  5. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).
  6. Complete a task following complex, multi-step directions.

**Table 13.2 *Identifying Your Expectations*: *Who can Provide Input? How Will You Include All Stakeholders?***

|  |  |  |  |
| --- | --- | --- | --- |
| Who can provide input? | How will you include all stakeholders? | What kinds of skills do you wish (or your data indicate) your community should hold for each other? | What are some of the non-academic or non-compliance only skills you could include on your list? |
|  |  |  |  |



**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, it’s 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 to 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 you 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**

**Acknowledging Students for Good Behaviors**

* Try to use a 5 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 acknowledgment:

Immediate/Frequent:

Intermediate (weekly?) – homework example

Large scale, school spirit oriented (school picnic?)

See Sample ([link](http://hankbohanon.net/wp-content/uploads/2014/04/Sample-school-wide-reinforcement-plan-PD-OBJ4-.doc))

PBIS/MTSS School-Wide Reinforcement Planning Matrix

**ESH High School (IL)**

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: ([link](http://hankbohanon.net/userfiles/High_School_PBS/Presentations/Acknowledgement/Sample%20school-wide%20reinforcement%20plan%20PD%20OBJ4%20.doc))

**Acknowledgment Practice (adapted from SHS)**

**Caring, Academically Engaged, Respectful, and Responsible (C.A.R.R.)**

**Give an example of how to use acknowledgment in each scenario**

*Situation 1: Mr./Ms. “Can I borrow a pen, pencil, paper, and ruler?”*

*Student volunteers materials to a fellow student, being “caring.”*

**Situation 2: *It’s time to start your activity on only a few students are seated and ready to work****.*

Situation 3: *Student (without prompting) disposes of trash, being “responsible.”*

Situation 4: *You walk into the hallway and make eye contact with a student warning a hat/headphones/out-of-code clothing.*

**Situation 5: *You observe a student rushing to class/group to avoid being late.***

Situation 6: *You observe a student assisting staff or another student positively, being “caring.”*

**Situation 7: *A student uses inappropriate language and apologizes for his faux pas, being “respectful.”***

Situation 8: *A student that is usually without an ID, out of dress code, or is habitually tardy arrives to class compliant, being “responsible.”*

Situation 9: *Any unsolicited acts of kindness, being “caring.”*

**Situation 10: *Your students are working on a very engaging project in small groups. One of the groups is off task and getting a little too loud.***

***Situation 11: You expect that everyone raises their hand “respectful” to get the speaker’s attention, one student is yelling out for you, and a few a raising their hands.***

Simple statements such as “good job” or “thank you for being respectful when you…” are great too. Just remember to be specific about what it is that you appreciate. What is rewarded is usually repeated.

**Table 14.2 *Strategies for Increasing Teacher-to-Student Engagement***

| **Strategies for Increasing Teacher-to-Student Engagement**  *Rank order the strategies by preference* |
| --- |
| \_\_Laughing with students (not at students)  \_\_Giving students a choice on how to respond to assignments  \_\_Providing an out of desk greeting  \_\_Asking about life events like sports (not about their girlfriend/boyfriend)  \_\_Asking students why they answered a certain way  \_\_Delivering specific praise (e.g., thanks for being on time)  \_\_Providing approval statements  \_\_Using positive non-verbal gestures (e.g., thumbs up) to specific students exhibiting expected behaviors or the entire class as a whole  \_\_Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Note: Strategies adapted from [Allen et al. (2013)](#LinkManagerBM_REF_HyC9ICcU), and [Cook et al. (2017)](#LinkManagerBM_REF_G4DdoWTM).

**Professional Development on Redirection**

* Think of a student who is off-task
  + What are they doing that is okay?
  + If a student was in a white shirt but did not have 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, sometimes 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 say “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 being told (Hint: Start with something positive).
  + **Stop, wait** for instructional control, **remind, and re-teach** expectations.

**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 * Dishonesty * 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 parent(s). See behavioral strategies sheet as a suggestive guide. If behavior becomes egregious and SEVERELY DISRUPTS CLASSROOM INSTRUCTION, it becomes a matter for the deans. Teacher annotates 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 deans.  **Deans Office:**   * Repetitive minor offences.  (Accompanied by log) * Fighting * Vandalism * Verbal/Physical Threat * Gang Representation * Drug Violation * Arson * Hallway Disruption * Harassment (Sexual/Bullying) * Assault * Weapons |