**Establishing Schoolwide Positive Behavior Supports in Taiwan Secondary Schools**

**Session Workbook**

**工作坊手冊**

**Summer, 2025**

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作。

Parts of the Chinese translation version were taken from the 2024 workshop organized by Taiwan Association for Positive Behavior Support. 部分翻譯講義取自臺灣正向行為支持學會2024年6月的工作坊，陳佩玉、莊季靜翻譯

**Ministry of Education Core Values**

**教育部的核心價值**

Directions:

* Rank each point on a scale from 1-5 (1 lowest, 5 highest)
* Identify one area of strength, one area for improvement

說明：

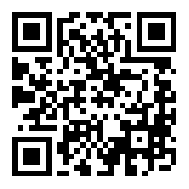
* 對每一段敘述在5點量表選出一個評量（1是最低的， 5是最高的）
* 確定一個優勢領域，一個待改良的領域

|  |  |
| --- | --- |
| **Core Value 核心價值** | **Rank - 1 = lowest,**  **5 = highest level of in place。**  **1最低，5最高** |
| Happiness: Creating a happy environment.  快樂：創造一個快樂的環境 |  |
| Excellence: Nurturing excellent human resources.  卓越：培育卓越人力的資源 |  |
| Aspiration: Arousing aspiration for education.  啟發：激發對教育的渴望 |  |
| Reliance: Earning the trust of parents, teachers and students.  韌性：贏得家長、老師和學生的信任。 |  |
| Teamwork: Building a strong, solid team.  團隊工作：建立一個強又堅固的團隊 |  |
| Action: Taking action with great vigor.  行動：大力採取行動 |  |

**Area of strength (優勢領域):**

**Opportunity for improvement (改良的機會):**

**Taiwan K-12 Education Administration 臺灣部國民教育與學前教育署簡介(**[**Link**](https://www.k12ea.gov.tw/En/Common/SinglePage?filter=A790767F-FC66-483D-B136-41AD4DF70BF0)**)**

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**How Are You Teaching, Encouraging, and Providing Feedback for These Character/Moral Traits?**

**你如何教導、鼓勵和提供回饋給這些性格或道德特質？**

|  |  |  |  |
| --- | --- | --- | --- |
| **Character/Moral Trait**  **性格或道德特質** | **How you teach**  **如何教導** | **How you encourage**  **如何鼓勵** | **How you correct/provide feedback 如何矯正或回饋** |
| Respect for Life  尊重生命 |  |  |  |
| Filial Piety  **孝順** |  |  |  |
| Fraternal Duty  **手足般的責任** |  |  |  |
| Benevolence and Love  **仁愛** |  |  |  |
| Honesty and Credibility  誠實可靠 |  |  |  |
| Self-Discipline and Responsibility  自律負責 |  |  |  |
| Humility and Tolerance  謙遜和寬容 |  |  |  |
| Appreciation and Gratitude  **欣賞與感恩** |  |  |  |
| Caring and Beneficence  **關懷和仁慈** |  |  |  |
| Fairness and Justice  公平正義 |  |  |  |
| Uprightness and Self-restraint  **正直和自制** |  |  |  |

Taiwan Ministry of Education: Article 2 of the Educational Fundamental Act ([link](https://english.moe.gov.tw/cp-116-24161-390e9-1.html))

教育部品德教育促進方案（教育部，2019, 民108）



**Working Smarter Triangle**

**更聰明的工作三角形**

Take a moment to identify at least one intervention, at each level of the triangle, that your school is currently implementing

花點時間確定你的學校目前正在三角形每個層級所實施的行動，至少一項行動措施

|  |  |  |
| --- | --- | --- |
|  | **Academic 認知學業的** | **Behavioral/Social/Emotional**  **行為、社會、情緒的** |
| Tier One (for all students)  第一級（對所有學生） |  |  |
| Tier Two (focusing on 5-15%)  第二級（聚焦在 5-15%） |  |  |
| Tier Three (focusing on 5% <  第三級（聚焦在5%以下） |  |  |

You can transfer this information to a PowerPoint Slide if that is helpful ([link](http://www.hankbohanon.net/wp-content/uploads/2022/06/working_smarter_triangle_revised_2020-2-3.ppt))

如果有幫助的話，您可以將此資訊傳輸到 PowerPoint 幻燈片

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

**表 1.2 比較 MTSS/MTSS 與學校改進 (調整自 *Goodman & Bohanon, 2018; Sleegers et al., 2014; Slavin, 2007)***

(取自臺灣正向行為支持學會2024年陳佩玉翻譯講義)

|  |  |  |
| --- | --- | --- |
| **Focus area**  **重點領域** | **Multi-tiered systems of supports (MTSS)/MTSS 多**  **層級系統支持** | **School improvement**  **學校改進** |
| **Systems**  **系統** | * Systems in place to ensure interventions are implemented correctly   有系統支持以確保有正確地執行介入策略/方法   * Collaborative, Team-based leadership (OPI) 合作的、團隊本位的領導風格 * Consensus and commitment (OPI)   有共識與承諾 | * Leadership roles distributed 分散領導者的角色 * Community and parent partners included 納入社區和家庭夥伴 * Staff provided sufficient resources and time 教職員提供足夠的資源和時間 * Support obtained from school staff 教職員獲得的支持 * External support procured for technical assistance 尋求校外的技術支援 |
| **Data**  **資料** | * Assessments used to determine which students need support (e.g., screening) (OPI) 使用評量決定那些學生需要支持 (如，篩選) * Student performance data collected, guides programing and improvement efforts – data-based decision making (OPI)蒐集學生表現資料，以引導和改善學校計畫/方案-依據資料做決定 | * Student progress is monitored using data 使用資料監控學生的進步 * Program evaluation conducted   執行學校計畫/方案評鑑   * Measurable goals and benchmarks identified 設定可測量的目標和指標 |
| **Practices**  **實務** | * Interventions organized across tiered continuum of support (OPI)   提供跨層級的連續性支持策略   * Interventions selected, implemented, and monitored 選擇、執行，並監控介入 * Supports begin with effective core curriculum 從有效的核心課程開始提供支持 * Evidence-based Instruction, Intervention and supports (OPI)實證本位的教學、介入，與支持 | * Programs designed comprehensively   完整地設計計畫/方案   * Core instruction standardized 標準化核心的教學(步驟) * Research-based strategies selected 選擇有研究支持的策略 |

**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)**)**

**參考並調整自 Montana Office of Public Instruction 的 7 個 MTSS 基本要素**

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

**表 1.3 指出你服務的學校，在 MTSS 的系統、實務，和資料領域中的優點和一個需要改進的**

**地方**

(取自臺灣正向行為支持學會2024年陳佩玉翻譯講義)

|  |  |  |
| --- | --- | --- |
|  | **Strength 優點** | **Improvement 待改進** |
| **Systems**  **系統** |  |  |
| **Data**  **資料** |  |  |
| **Practices**  **實務** |  |  |

**Examples of Tier One Interventions**

**初級介入範例**

在中學執行 MTSS: 挑戰與策略

附件 D: MTSS 各層級介入範例

以下的表格是調整自康乃狄克州 Guildford 的公立學校創建的檔案。針對學業和行為的介入與支持策略，依 MTSS 各層級分列。注意: 策略是累加的，亦即次級介入包括初級策略，而三級包括初級和次級。

表 D1: Guildford 公立學校教學、調整，和介入金字塔

|  |  |
| --- | --- |
| **初級/第 1 層級** | |
| **學業** | **行為** |
| * **策略性的座位安排** * **引導性的補救教學(國/高中)** * **實驗室設備使用說明** * **延長時間/等待時間** * **提供鷹架支持** * **小組教學** * **彈性的分組** * **寫作工作坊** * **科技融入教學** * **家庭溝通** * **個別回饋** * **檢查/監控進行中的任務** * **回顧檔案/成績** * **差異化教學** * **學習原則** * **替代性的作業/評量** * **作業/評量調整** * **使用計算機** * **使用乘法表/公式列表** * **使用評分表** | * **凝聚團隊的活動** * **清楚的班規/校規** * **行為管理策略** * **落實校園管教規範** * **品德教育課程** * **與家長/監護人溝通** * **課後社團/活動** * **監控缺席/出席/行為管教** * **計畫性的忽視(消弱)** * **回顧檔案/紀錄** * **減少轉換活動時間** * **張貼每日/每週行程表(國小/國中)** * **組織策略** * **獎勵儀式** * **正向回饋** * **策略性的座位安排** |

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

(取自臺灣正向行為支持學會2024年陳佩玉翻譯講義)

**Example of Tier 2 and 3 Interventions**

**次級與三級介入範例**

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

在中學執行 MTSS: 挑戰與策略

表 D2: Guildford 公立學校教學、調整，和介入金字塔(續)

(取自臺灣正向行為支持學會2024年陳佩玉翻譯講義)

|  |  |
| --- | --- |
| **次級/第二層級** | |
| **學業** | **行為** |
| * **上學前/放學後課輔** * **融入式支持** * **多感官閱讀教學** * **回家作業/組織社團** * **學業實驗室(高中)** * **輔助科技** * **同儕教導** * **彈性的時間表** * **有聲書、CD、線上閱讀** * **改變時間表/班級** * **貧窮與弱勢兒童學區暑期輔導(小學)** * **規劃合作教學環境** | * **執行觀察** * **個案會議** * **提早/延後下課(國/高中)** * **參加良師輔導方案** * **午餐團體** * **與相關服務教職員/專業人員諮詢** * **讓需要冷靜的學生使用通行證(國/高中)** * **與校外單外合作** * **家庭訪問** * **行為契約** |
| **三級/第三層級** | |
| **學業** | **行為** |
| * **抽離式的支持** * **補充的閱讀/數學** * **更密集地改變時間表/班級** | * **行為功能評量** * **行為功能介入方案** |

**Moving from TIER I to TIER II 從初級轉換到次級**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Current Group Intervention目前的小 組介入** | **Function 行為功能** | | | | **Referral Criteria**  **轉介標準** | **Frequency/ Intensity of Intervention介入的頻率/強度** | **Resources needed (staff, space, $, time)所需資源(教職員、空間、**  **錢、時間)** | **Schedule for Checking Progress**  **檢視進步的**  **時間表** | **Effectiveness Measured (success criteria/ goal)**  **有效的測量(成**  **功的標準/目標)** | **EXIT**  **Criteria 轉換層級的標準** |
| **Adult att.成人關注** | **Peer att.同儕關注** | **Work avoid逃避任務** | **Other**  **其他** |
| **Daily Planner每日計畫表** |  |  | X | X | Unorganized 缺乏組織能力 Low HW Comp.作業完成率低 | Daily Check by TA or Classroom Teacher 教室教師/助理員每日檢核 | Buy or Print Planners  購買或列印計  畫表  Smart phone 智慧型手機 | 3 week  intervals for 3 recurrences, total of 9 weeks  3 週內出現 3  次，共 9 週 | Higher Grades HW Comp increase Increased Organization成績進步、作業完成率與組織力提升 | Successful completio n of Tier 1 plan  成功達成初級計畫 |
| **Seating Chart座位表** |  |  |  |  | ODR Count  處室轉介次數  Teacher Observation教師觀察 | Daily in specified class  每日在特  定的課程執行 | Time  時間 | 3 week  intervals for 3 recurrences, total of 9 weeks  3 週內出現 3  次，共 9 週 | Fewer ODR’s轉介次數減少 Fewer Disruptions  減少干擾行為  Higher Grades  成績進步 | Successful completio n of Tier 1 plan  成功達成  初級計畫 |
| **Increased Home Communic ation**  **增加家庭溝通** | X |  | X | X | Low HW Comp.  作業完成率低  Classwork Refusal  拒絕課堂任務 | Daily Weekly Monthly每日、每週  、每月 | Time  時間 | 3 week  intervals for 3 recurrences, total of 9 weeks  3 週內出現 3  次，共 9 週 | Higher Grades  成績進步  Fewer ODR’s  轉介次數減少 | Successful completio n of Tier 1 plan  成功達成初級計畫 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Homework Club**  **回家功課**  **社團** |  |  | X | X | Low HW Comp.  作業完成率低 | 3-4 pm every Tue. & Thur. that school is in session  每週二、四  下午 3-4 點的課程 | Paid Staff to oversee space and track attendance  額外經費支付  教職員管理空間和紀錄出席情形 | 3 week  intervals for 3 recurrences, total of 9 weeks  3 週內出現 3  次，共 9 週 | Higher Grades HW Comp increase Increased Organization成績進步、作業完成率、組織力提升 | Successful completio n of Tier 1 plan  成功達成  初級計畫 |
| **Bridges Afterschool Program Bridges 課**  **後班** | X | X | X | X | Bridges sign-up and permission forms  Bridges 報名和  同意表單 | Daily  每天 Quarterly每季 | Bridges grant funding Bridges 補助經費 | 3 week  intervals for 3 recurrences, total of 9 weeks  3 週內出現 3  次，共 9 週 | Higher Grades HW Comp increase Increased Organization成績進步、作業完成&組織力提升 | Successful completio n of Tier 1 plan  成功達成  初級計畫 |
| **Differentiate d Instruction差異化教 學** |  |  | X | X | Need assignments delivered in an alternate way  需要以替代方式  學習課堂任務 | As needed or by subject視需求或依科目 | Teacher time when designing lessons  教師設計課程所  需時間  IA  教學助理 | 3 week  intervals for 3 recurrences, total of 9 weeks  3 週內出現 3  次，共 9 週 | Higher Grades成績進步 Increase in participation課堂參與提升 | Successful completio n of Tier 1 plan  成功達成  初級計畫 |
| **Family Link Check**  **檢視家庭**  **連結** |  |  | X | X | Not using study hall time advantageously無法受益於上學期間的補救教學 | Daily Weekly Monthly每日、每週  、每月 | 5 minutes of time at start of study hall  補救教學剛開  始的 5 分鐘 Every Tuesday in TA 每週二教  師助理 | 3 week  intervals for 3 recurrences, total of 9 weeks  3 週內出現 3  次，共 9 週 | Higher Grades HW Comp increase Increased Organization成績進步、作業完成率、組織力提升 | Successful completio n of Tier 1 plan  成功達成  初級計畫 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Teacher Check and Connect老師的檢視與連結** | X |  | X | X | Classwork refusal拒絕課堂任務 Multiple  Minor ODR’s  多次輕微的處室轉介紀錄 | Daily Weekly Monthly每日、每週  、每月 | Teacher Check and Connect worksheet 老師的檢視與連結工作單 Teacher Time 教師時間 | 3 week  intervals for 3 recurrences, total of 9 weeks  3 週內出現 3  次，共 9 週 | Higher Grades成績進步 Increase in participation課堂參與提升 | Successful completio n of Tier 1 plan  成功達成  初級計畫 |
| **Extra Time on Assignmen ts**  **延長作業**  **繳交時間** |  |  | X | X | Teacher suggested教師建議 Classwork partially completed  部分完成課堂任務 | As Needed視需求 | Space for student and teacher time學生所需空 間、教師時間 | 3 week  intervals for 3 recurrences, total of 9 weeks  3 週內出現 3  次，共 9 週 | Higher Grades HW Comp increase Increased Organization成績進步、作業完成率、組織力提升 | Successful completio n of Tier 1 plan  成功達成  初級計畫 |
| **Organizati on Skills組織技巧** |  |  | X | X | Teacher suggested教師建議 | Daily Weekly 每日、每週 | TA teacher  教師助理員 | 3 week  intervals for 3 recurrences, total of 9 weeks  3 週內出現 3  次，共 9 週 | Higher Grades HW Comp increase Increased Organization成績進步、作業完成率、組織力提升 | Successful completio n of Tier 1 plan  成功達成  初級計畫 |
| **Alternate Testing 替代的測驗** |  |  |  | X | Teacher Suggested教師建議 | As Needed視需求 Can be alternate site or style of test  可調整測驗  地點或方式 | Space and teaching staff to supervise  空間與可監考  的教學人員 | 3 week  intervals for 3 recurrences, total of 9 weeks  3 週內出現 3  次，共 9 週 | Higher Grades  成績進步 | Successful completio n of Tier 1 plan  成功達成  初級計畫 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Alternate Work Space**  **替代的工**  **作空間** |  |  | X | X | Teacher Suggested教師建議 Difficulty  Focusing in main area  在主要的學習場  域無法專心 | As Needed視需求 | Space and teaching staff to supervise  空間與可監控  的教學人員 | 3 week  intervals for 3 recurrences, total of 9 weeks  3 週內出現 3  次，共 9 週 | Higher Grades HW Comp increase Increased Organization成績進步、作業完成率、組織力提升 | Successful completio n of Tier 1 plan  成功達成  初級計畫 |
| **Short Refocusing Breaks**  **短暫休息**  **以重新聚焦** |  | X | X | X | Teacher Suggested教師建議 Difficulty  Focusing in main area  在主要的學習場  域無法專心 | As Needed視需求 No more  than 1 break during a class period一節課至多  休息一次 | Space and teaching staff to supervise  空間與可監控  的教學人員 | 3 week  intervals for 3 recurrences, total of 9 weeks  3 週內出現 3  次，共 9 週 | Higher Grades成績進步 Increase in participation課堂參與提升 | Successful completio n of Tier 1 plan  成功達成初級計畫 |
| **Adult Check-in Safety Person 與成人簽 到、安全人員** | X |  |  | X | Guidance recommended需要引導  Teacher Suggested教師建議 | As Needed 視需求 No more than 1 per day unless in crisis 一日至多一次(危機事件除外) | Staff to accommodate: Guidance Counselor, Nurse, SAP, Planning Room, or Favorite teacher  引導的教職員：輔導老師、護 士、學生支援服務、教師辦公室，或學生最喜  歡的教師 | 3 week  intervals for 3 recurrences, total of 9 weeks  3 週內出現 3  次，共 9 週 | Higher Grades成績進步 Increase in participation課堂參與提升 | Successful completio n of Tier 1 plan  成功達成初級計畫 |
| **Technolog y Use to** |  |  | X | X | Teacher suggested教師建議 | As Needed視需求 | Computers, Laptops, iPad’s, etc… | 3 week  intervals for 3 recurrences, | Higher Grades HW Comp increase | Successful completio |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Enhance Learning使用可提升學習的**  **科技** |  |  |  |  | Typing instead of writing  打字代替寫字 |  | 電腦、筆電、  平板電腦等 Teacher Time教師時間 | total of 9 weeks  3 週內出現 3  次，共 9 週 | Increased Organization成績進步、作業完成率、組  織力提升 | n of Tier 1 plan  成功達成  初級計畫 |
| [**Chunking**](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)[**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)**作業分段** [**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)**給老師** |  |  | X | X | Teacher suggested教師建議 Students  overwhelmed by complex assignments  被複雜的作業壓得  喘不過氣的學生 | As needed  視需求 | Teacher Time  教師時間 | 3 week  intervals for 3 recurrences, total of 9 weeks  3 週內出現 3  次，共 9 週 | Higher Grades HW Comp increase Increased Organization成績進步、作業完成率、組織力提升 | Successful completio n of Tier 1 plan  成功達成初級計畫 |
| [**PBIS World**](http://www.pbisworld.com/) **PBIS 世界** | X | X | X | X | Teacher Suggested老師建議  Chronic Minor Behavior Issues  長期輕微行為問題 | As Described如描述 | Teacher Time/PBIS World License老師時間/PBIS世界證照 | 3 week  intervals for 3 recurrences, total of 9 weeks  3 週內出現 3  次，共 9 週 | Fewer Minor Behavior Issues減少輕微行為問題  Higher Grades  成績進步 | Successful completio n of Tier 1 plan  成功達成  初級計畫 |

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

從初級轉換到次級－給各領域學年團隊－Northfield Middle/High School VT

(取自臺灣正向行為支持學會2024年陳佩玉翻譯講義)

Contact Hank Bohanon @ [http://www.hankbohanon.net](http://www.hankbohanon.net/) 13

**Practice with Matt**

**個案練習: Matt**

**Student background 學生(Matt)背景**

* Freshmen 新生
* Disruptive in class – calling out, yelling 課堂干擾行為－隨意發言、吼叫
* Problems during math class (student has deficits in math), or unstructured class activity 上數學課或低結構課堂活動有困難（學生有數學學習困難）
* Interested in job as a mechanic in future 未來對從事技術性工作有興趣
* Attention seeking from adults was outcome of his behavior 他的行為功能是為了獲得成人的關注

**School background 學校背景**

* Universal – school was teaching all students basic 3-5 behavior expectations

初級－學校有教導所有學生 3-5 個基本的行為期待

* Targeted – school had access to targeted skill development for academics

次級－學校有提供特定課業技巧發展的資源

* Individual – school was developing capacity for individual supports and person-centered future plan development (e.g., setting goals for the future)個別－學校正在發展量能以提供個別支持和個人中心未來發展計畫

（如，設定未來目標）

**Your recommendations 你的建議**

What strategies would you recommend to support improvements in Matt’s

functioning at school at each level of MTSS?

你會建議學校在 MTSS 各層級採用甚麼策略，以改善 Matt 在學校的適應呢?

|  |  |
| --- | --- |
| Level 層級 | Recommendations 建議 |
| Universal 初級 |  |
| Targeted 次級 |  |
| Individual 個別/三級 |  |

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

(取自臺灣正向行為支持學會2024年陳佩玉翻譯講義)

Contact Hank Bohanon @ [http://www.hankbohanon.net](http://www.hankbohanon.net/) 14

**Practicing with Schoolwide PBIS Data 全校性正向行為介入與支持資料練習**

|  |  |
| --- | --- |
|  |  |

|  |  |
| --- | --- |
|  |  |

**Table 5.6**

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

**在學校氛圍的四個領域中，各有哪些學校既有的資料呢?**

**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.

反思任務 3. 請花幾分鐘的時間思考，你的學校在與有效的學校氛圍有關的這些領域中，可能已有哪些資料？你可以自己或與小組一起完成此任務。若您與小組一起完成此活動，請列出所有參與者的姓名。

(取自臺灣正向行為支持學會2024年翻譯講義)

|  |  |
| --- | --- |
| Safety 安全  (Example: Discipline reports) (例子：管教紀錄) | Teaching and Learning 教與學  (Example: Student grades) (例子：學生成績) |
| Physical Environment 物理環境  (Example: Observations, maintenance reports)  (例子：觀察、維修紀錄) | Interpersonal Relationships 人際關係  (Example: Student surveys, classroom observations) (例子：學生調查、教室觀察) |

**Data Next Steps**

**資料的下一步**

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

**你收集那些資料可連結到普及層級（層級一）的成果**

(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.

（例如：根據特定標準，對普及性支持未能有效反應的人：4 週內 3 次或以上重大辦公室紀律處分；一個季內 5 次或以上無故缺席；一個季內 2 次或以上不及格；2 週內 5 至 10 次到保健室找護士；一個季內 6 次上課後遲到；和/或學生在與家長聯繫討論之後，仍未能完成至少 50% 的課堂作業。）

Where are the data? 這些資料在哪裡？

**To get these data into a format for decision making:**  將這些資料轉化成決策參考的格式

Who needs to be **c**ontacted: 需要聯繫的人

Who needs to **a**pprove: 需要獲得許可的人

Who needs to be **i**nformed: 需要通知的人

Who is **r**esponsible: 負責的人

Who can be **o**ut of the loop for now: 現在不需要參與的人

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 5.2**

***Needs Assessment Questions (Based on the Work of Jim Knight)***

需求評估問卷

**Reflection Task 1**: Briefly respond to each of the questions below on your own or with partners. Complete the reflection activities independently or as a group. If you respond as a group, you just need to focus on one school setting. You can respond individually or as a group. Please include the names of all contributors if you complete this activity as a group.

反思作業一：請獨立或與同伴以小組形式回答問題完成反思活動。如果以小組形式回答，只需專注於一個學校環境。您可以單獨或以小組形式回答。如果您以小組形式完成此活動，請列出所有參與者的姓名。

|  |  |
| --- | --- |
| Question 問題 | Response 反應 |
| What is going well in your department/school/district for students academically, behavior (e.g., discipline), socially/emotionally, and/or in mental health?  您所在的系所/學校/學區的學生在學業、行為（例如紀律）、社交/情緒和/或心理健康方面有哪些進展？ |  |
| What are some of the barriers to teaching related to academics, behavior (e.g., discipline), social and emotional learning, and/or mental health?  教導學業、行為（例如紀律）、社會和情緒學習以及/或心理健康相關的有哪些阻礙嗎？ |  |
| What would you like to change about your job around academics, behavior (e.g., discipline), social and emotional learning, and/or mental health?  您希望在學業、行為（例如紀律）、社會和情緒學習以及/或心理健康方面做出哪些改變 |  |
| Can you say anything about who, when, where, what, and why about problems occur (or what is going well) for students in terms of academics, behavior (e.g., discipline), social and emotional learning, and/or mental health your building?  你可以說出誰、何時、何地、什麼情況以及為什麼在學業、行為（例如紀律）、社會和情緒學習和/或心理健康方面對學生產生了問題（或哪些方面進展的順利）？ |  |
| What have you liked/disliked about professional development and/or implementing initiatives in the past?  您對過去的專業發展和/或實施計劃有什麼喜歡/不喜歡的地方？ |  |

**Needs Assessment (需求評估)**

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

(彙整自 Jim Knight 的工作，與 NE/KS MTSS 領導者的訪談結果)

**What is going well related to MTSS (MTSS 的優點)**

* Some schools are using social and emotional screening tools to identify students’ needs (有些學校會使用社會情緒篩選工具來了解學生需求)
* Some schools have established tier 1 teams looking at schoolwide data (有些學校已成立初級團隊來檢視全校性的資料)
* Some schools have weekly booster lessons for expectations including social, emotional and behavioral, Tier 1 restorative practices (circles, chats) (有些學校會執行每週期待行為加強課程，包括社會、情緒，行 為，與初級的修復式策略(團討、對話)
* Some schools are adding additional knowledge bases to their teams – social works, restorative practices personnel (有些學校會為團隊增加額外知能，社工、修復式實務人員)

**Challenges, next steps, and areas to improve (挑戰、下一步，和須改進的地方)**

* Larger school sizes create challenges for ownership, school structure (較大的學校面臨責任分屬和學校組織等挑戰)
* It is difficult to hire mental health community-based staff (僱用社區心理健康人員有其困難)
* Staffing shortages in general (整體人力不足)
* New staff/teachers without a background in MTSS or education in teaching. (新職員/教師沒有 MTSS 或教學背景)
* Variability in ways schools collect data (學校使用各式各樣的資料蒐集方式)
* Getting students excited about learning and not just the grade, this is tied to student engagement (讓學生對學習而不是只對成績有興趣，這與學生參與有關)
* 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 (高中老師認為學生應該早就知道行為的期待，也不認為教導非學科的訊息是老師的責任)
* Understanding of child development and brain development, the differences between a 14 to 18-year-old

(了解兒童和大腦發展在 14 與 18 歲學生間的差異)

* 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.)(了解如果學生基本需求沒有被滿足，學生就無法準備好進入學習狀態，如缺乏實務、穩定的住所等)
* Unstructured spaces outside of the classroom, cell phones are a challenge - tied to social media and mental health concerns(在教室外的低結構空間管理手機是個挑戰-與社群軟體和心理健康有關的考量)
* Trauma, lack of basic support. Sometimes families have misconceptions about support systems and they do not want to ask others for help (創傷，缺少基本支持。有時家庭對支持系統有迷思，而無願意尋求協助)
* Inviting people to the table, how we do this to support students and build skills - addressing culture in building and community(邀請相關人員，使其了解我們如何支持學生和訓練技巧-因應校內和社區的文化議題)
* 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 (說服老師學生的需求需要被滿足-九年即尤其困難! 為所有的新生提供初級預防而非次級預防，並使教室聚焦於社會情緒行 為、職業/大學準備)

(取自臺灣正向行為支持學會2024年翻譯講義)

**Table 5.3**

***Summary of Strengths and Next Steps from Needs Assessment***

**Reflection Task 2:** Summarize the main ideas/themes from your responses in Table 5.2. Identify 1-3 strengths for your school (e.g., what is your school doing now that is effective?). Next, identify 1-3 areas of need (i.e., Next Steps) that are needed to improve your setting.Complete the reflection activities independently, or as a group. If you respond as a group, you just need to focus on one school setting. You can respond individually or as a group. Please include the names of all contributors if you complete this activity as a group.

|  |  |
| --- | --- |
| **Strengths** | **Next Steps** |
| (Example: Many of our students are exhibiting excellent behaviors related to citizenship and the behavior we expect in our school) | (Example: We do not know the specific number of students who need additional support to improve their behavior in school) |

**PBIS Team Implementation Checklist (TIC 3.1)**

This checklist is designed to be completed by the PBIS Team once a quarter to monitor activities for implementation of PBIS in a school. The team should complete the **Action Plan** at the same time to track items that are In Progress or Not Yet Started items. **Please add notes for any thoughts about cultural adaptation of the item in the last column.**

School: Coach: Date of Report:

District: County: State:

Person Completing Report:

PBIS Team Members:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Complete & submit to coach quarterly.Status: A = Achieved, I = In Progress, N = Not Yet Started | | | | | |
| **Date:** | |  |  |  | **Cultural Adaptation Notes** |
| ESTABLISH COMMITMENT |  |  | | | |
| 1. **Administrator’s Support & Active Involvement**  * Admin attends PBIS meetings 80 % of time * Admin defines social behavior as one of the top three goals for the school * Admin actively participates in PBIS training | Status: |  |  |  |  |
| **2. Faculty/Staff Support**   * 80% of faculty document support that school climate/discipline is one of top three school improvement goals * Admin/faculty commit to PBIS for at least 3 years | Status: |  |  |  |  |
| ESTABLISH & MAINTAIN TEAM |  |  | | | |
| **3. Team Established (Representative)**   * Includes grade level teachers, specialists, paraprofessionals, parents, special educators, counselors. * Team has established clear mission/purpose | Status: |  |  |  |  |
| **4. Team has regular meeting schedule, effective operating procedures**   * Agenda and meeting minutes are used * Team decisions are identified, and action plan developed | Status: |  |  |  |  |
| **5. Audit is completed for efficient integration of team with**  **other teams/initiatives addressing behavior support**   * Team has completed the "Working Smarter" matrix | Status: |  |  |  |  |
| Complete & submit to coach quarterly. **Status: A** = **A**chieved, **I** = **I**n Progress, **N** = **N**ot Yet Started | | | | | |
| **Date:** | |  |  |  | **Cultural Adaptation Notes** |
| SELF-ASSESSMENT |  |  | | | |
| **6. Team completes self-assessment of current PBIS practices being used in the school**   * The team has completed the TIC (progress monitoring), BoQ (annual assessment) or SET. | Status |  |  |  |  |
| **7. Team summarizes existing school discipline data**   * The team uses office discipline referral data (ODR), attendance, & other behavioral data for decision making. | Status |  |  |  |  |
| **8. Team uses self-assessment information to build**  **implementation Action Plan (areas of immediate focus)**   * The team has an Action Plan guiding implementation of PBIS with specific actions scheduled to be performed. | Status: |  |  |  |  |
| ESTABLISH SCHOOL-WIDE EXPECTATIONS: PREVENTION SYSTEMS |  |  | | | |
| **9. 3-5 school-wide behavior expectations are defined and**  **posted in all areas of building**   * 3-5 positively and clearly stated expectations are defined. * The expectations are posted in public areas of the school. | Status: |  |  |  |  |
| **10. School-wide teaching matrix developed**   * Teaching matrix used to define how school-wide expectations apply to specific school locations. * Teaching matrix distributed to all staff. | Status: |  |  |  |  |
| **11. Teaching plans for school-wide expectations are**  **developed**   * Lesson plans developed for teaching school-wide expectations at key locations throughout the school. * Faculty is involved in development of lesson plans. | Status: |  |  |  |  |
| **12. School-wide behavioral expectations taught directly &**  **formally**   * Schedule/plans for teaching the staff the lessons plans for students are developed * Staff and students know the defined expectations. * School-wide expectations taught to all students * Plan developed for teaching expectations to students to who enter the school mid-year. | Status: |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Complete & submit to coach quarterly. **Status: A** = **A**chieved, **I** = **I**n Progress, **N** = **N**ot Yet Started | | | | | |
| **Date:** | |  |  |  | **Cultural Adaptation Notes** |
| **13. System in place to acknowledge/reward school-wide**  **expectations**   * Reward systems are used to acknowledge school-wide behavioral expectations. * Ratio of reinforcements to corrections is high (4:1). * Students and staff know about the acknowledgement system & students are receiving positive acknowledgements. | Status: |  |  |  |  |
| **14. Clearly defined & consistent consequences and**  **procedures for undesirable behaviors are developed**   * Major & minor problem behaviors are all clearly defined. * Clearly defined and consistent consequences and procedures for undesirable behaviors are developed and used. * Procedures define an array of appropriate responses to minor (classroom managed behaviors). * Procedures define an array of appropriate responses to major (office managed) behaviors. | Status: |  |  |  |  |
| **CLASSROOM BEHAVIOR SUPPORT SYSTEMS** |  |  | | | |
| **15. School has completed a school-wide classroom systems summary**   * The teaching staff has completed a classroom assessment (Examples: SAS Classroom Survey, Classroom Systems Survey, etc.) | Status: |  |  |  |  |
| **16. Action plan in place to address any classroom systems**  **identified as a high priority for change**   * Results of the assessment are used to plan staff professional development and support. | Status: |  |  |  |  |
| **ESTABLISH INFORMATION SYSTEMS** |  |  | | | |
| **17. Data system in place to monitor office discipline**  **referral rates that come from classrooms**   * School has a way to review ODR data from classrooms to use in data based decision making. | Status: |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Complete & submit to coach quarterly. **Status: A** = **A**chieved, **I** = **I**n Progress, **N** = **N**ot Yet Started | | | | | |
| **Date:** |  |  |  |  | **Cultural Adaptation Notes** |
| **18. Discipline data are gathered, summarized, & reported at**  **least quarterly to whole faculty**   * Data collection is easy, efficient & relevant for decision-making * ODR data entered at least weekly (min). * Office referral form lists a) student/grade, b) date/time, c) referring staff, d) problem behavior, e) location, f) persons involved, g) probable motivation, h) consequences and i) administrative decision. * ODR data are available by frequency, location, time, type of problem behavior, motivation and student. * ODR data summary shared with PBIS team at least monthly (min). | Status: |  |  |  |  |
| **19. Discipline data are available to the Team regularly (at least monthly) in a form and depth needed for problem solving**   * Team is able to use the data for decision making, problem solving, action planning and evaluation. * Precision problem statements are used for problem solving. | Status: |  |  |  |  |
| **BUILD CAPACITY FOR FUNCTION-BASED SUPPORT** |  |  |  |  |  |
| **20. Personnel with behavioral expertise are identified &**  **involved**   * Personnel are able to provide behavior expertise for students needing Tier II and Tier III support. | Status: |  |  |  |  |
| **21. At least one staff member of the school is able to**  **conduct simple functional behavioral assessments**   * At least one staff member can conduct simple behavioral assessments and work with a team in developing behavior support plans for individual students | Status: |  |  |  |  |
| **22. Intensive, individual student support team structure in**  **place to use function-based supports**   * A team exists that focuses on intensive individualized supports for students needing Tier III supports. * The team uses function-based supports to develop, monitor and evaluate behavioral plans. * The team delivering Tier III has a data system that allows on-going monitoring of the fidelity and outcomes of individual behavior support plans. | Status: |  |  |  |  |

**Additional Comments & Information:**

**PBIS Action Plan  
PBS 行動計畫**

**Only include those items in Team Implementation Checklist that are marked “In Progress” or “Not Yet Started”**

只在包括在團隊執行檢核表內的項目註記，進步中或還沒開始。

| **Activity 活動** | **Activity Task Analysis (What) 任務分析** | **Who 人** | **By When**  **截至** |
| --- | --- | --- | --- |
| 1. **Administrator’s Support and Active Involvement**   行政的支持和主動參與 |  |  |  |
| 1. **Faculty / Staff Support**   **教職員工支持** |  |  |  |
| 1. **Team Established (Representative)**   團隊成立（代表） |  |  |  |
| 1. **Team has regular meeting schedule, effective operating procedures**   **團隊定期行程和有效運作流程** |  |  |  |
| **5. Audit is completed for efficient integration of team with other teams /initiatives addressing behavior support**  **大人為有效與其他團隊整合，完成或開始提到行為支持** |  |  |  |
| 1. **Team completes self-assessment of current PBIS practices being used in the school**   **團隊員工評估在學校現有PBIS的執行** |  |  |  |
| 1. **Team summarizes existing school discipline data**   團隊摘要現有在校內管教的資料 |  |  |  |
| 1. **Team uses self-assessment information to build implementation Action Plan (areas of immediate focus)**   團隊使用資料建立執行行動計畫 |  |  |  |
| 1. **3-5 school-wide behaviors expectations are defined and posted in all areas of building**   3-5的期待行為被定義和在所有建築物張貼 |  |  |  |
| 1. **School-wide teaching matrix developed**   全校性教導發展的行為矩陣 |  |  |  |
| 1. **Teaching plans for SW expectations are developed**   **全校性期待行為的教導計畫被設計出來** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Activity Task Analysis (What)** | **Who** | **By When** |
| 1. **SW behavioral expectations taught directly and formally**   全校性期待行為被正是具體教導 |  |  |  |
| 1. **System in place to acknowledge/reward SW expectations**   系統開始肯定和鼓勵全校性期待行為 |  |  |  |
| 1. **Clearly defined & consistent consequences and procedures for undesirable behaviors are developed**   對不期待行為的清楚定義和一致的後效，以及程序都被設計出來 |  |  |  |
| 1. **Team has completed a SW classroom systems summary**   團隊完成全校性教室系統的觀察摘要 |  |  |  |
| 1. **Action plan in place to address any classroom systems identified as a high priority for change**   **行動計畫執行中以確定任何教室系統確認這是改變的優先** |  |  |  |
| 1. **Data system in place to monitor office discipline referral rates that come from classrooms**   **資料系統建立中以監控由教室被轉介到辦公室管教的比率** |  |  |  |
| 1. **Discipline are gathered, summarized and reported at least quarterly to whole faculty**   **管教資料收集和摘要，以及至少向1/4的教師報告** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Activity Task Analysis (What)** | **Who** | **By When** |
| 1. **Discipline data are available to Team at least monthly in a form and depth needed for problem solving**   **管教資料在針對問題解決的形式下，至少每一個月可以在團隊被看到** |  |  |  |
| 1. **Personnel with behavior expertise are identified and involved**   **行為的專家要參與和被認定** |  |  |  |
| 1. **At least one staff member of the school is able to conduct simple functional behavioral assessments**   **至少一個學校員工可以執行簡單的行為功能評估** |  |  |  |
| 1. **Intensive, individual student support team structure in place to use function-based supports**   **密集和個別化的支持團隊可以實施功能行為支持** |  |  |  |

**Positive Behavior Support Planning Checklist And   
Teacher Self-Assessment - MOPBIS**

TIER ONE – EFFECTIVE CLASSROOM PRACTICES: All staff consistently implement effective classroom practices to provide an engaging, predictable and safe learning environment for all students. If you are thinking about a teacher you have worked with, you can change the phrase from “I have” to “The teacher has”

|  |  |
| --- | --- |
| Effective Classroom Practices | Staff Expectations to Support Student Behavior |
| 1. Classroom Expectations | ☐ I have attended Classroom Expectations in-service.  ☐ I have created and posted classroom rules aligned with schoolwide expectations.  ☐ I have filed a copy of my classroom rules in the office.  ☐ 80% of my students can tell the classroom expectations and rules. |
| 2. Classroom Procedures and Routines | ☐ I have attended Classroom Procedures and Routines in-service.  ☐ I have used the Create Your Classroom Routines Checklist to develop my classroom routines.  ☐ I have created, posted, taught and given students frequent specific performance feedback on classroom procedures and routines.  ☐ Students can verbalize and regularly demonstrate the classroom procedures and routines. |
| 3. Encourage Expected Behavior – Provide Specific Positive Feedback | ☐ I have attended Classroom Strategies to Encourage Expected Behavior in-service.  ☐ I use a variety of strategies to give specific positive feedback (free and frequent, intermittent, and long term).  ☐ What is my method for providing specific positive feedback at a ratio of 4: 1?  ☐ Can my students tell how they receive acknowledgement for appropriate behavior? |
| 4. Discouraging Inappropriate Behavior | ☐ I have attended **Discouraging Inappropriate Behavior** in- service.  ☐ I demonstrate calm, consistent, brief, immediate and respectful error corrections using professional teaching tone and demeanor.  ☐ I use a variety classroom response strategies (prompt, redirect, re-teach, provide choice and conference with students). |

**Positive Behavior Support Planning Checklist And   
Teacher Self-Assessment – Page 2**

|  |  |
| --- | --- |
| Effective Classroom Practices | Staff Expectations to Support Student Behavior |
| 5. Active Supervision | ☐ I have designed the classroom floor plan to allow for ease of movement for **Active Supervision**.  ☐ I continually monitor all areas of the room by scanning, moving and interacting frequently and strategically.  ☐ When designing a lesson, I consider student groupings, location and activity level.  ☐ I provide positive contact, positive and corrective feedback while moving around the room. |
| 6. Opportunities to Respond | ☐ I use a variety of strategies to increase student Opportunities to **Respond** (examples: turn and talk, guided notes, response cards).  ☐ What strategy do I use to track students being called on?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  ☐ I regularly use wait time to increase student opportunity for metacognition.  ☐ I regularly plan instructional questions and response methods prior to the lesson. |
| 7. Activity Sequence and Choice | ☐ I **Sequence** tasks by intermingling easy/brief tasks among longer or more difficult tasks.  ☐ When designing a lesson, I consider the pace, sequence and level of task difficulty to promote each student’s success.  ☐ I consider a variety of elements when offering students Choice (order, materials, partner, location, type of task).  ☐ I develop and use a menu of options to promote student choice (examples: work stations, demonstration of knowledge). |
| 8. Task Difficulty | ☐ How do I make certain independent work contains 70-85% known elements (instructional level)?  ☐ How do I make certain reading tasks are 93-97% known elements (independent)?  ☐ I use a variety of strategies to adjust Task Difficulty.  ☐ I scaffold tasks by modeling, providing guided practice and chunking multi-step directions and activities. |

**Creating Supportive Environments for Students Activity**

**Purpose:** The purpose of this assignment is for the participants to reflect on core tier-one practices. These practices are those that researchers indicate are the most effective in classrooms. As an outcome of this assignment, students will demonstrate the ability to reflect on current practices in a setting with which they are familiar.

**Tasks:** Students will identify three strengths and three areas for improvement using the *Positive Behavior Support Planning Checklist And Teacher Self-Assessment* designed by the Missouri Positive Behavior Support Network (e.g., lectures, reading).

The participants will work in teams to identify one classroom they could share collectively for the assignment. The participants will then review the classroom management assessment tool and rate the classroom of their choice. Based on their ratings, they will identify three areas of strength for tier-one classroom management. These recommendations will be based on areas where the classroom receives high ratings. They will also identify three areas for improvement. These recommendations are based on low ratings on the tool.

For the areas of improvement, the participants will choose one area and provide specific strategies based on the resources, the class presentations, and readings for how to improve the key area. Participants are encouraged to choose an area that would potentially have the most impact on improving the overall management of the classroom. The final recommendations should not be to be longer than a paragraph. Bulleted steps would be preferred as this would be the preferred format for most teachers who have limited time for reflection.

A successful product would include three identified areas of strength based on the tool, three identified areas for improvement, and a short narrative that includes bulleted steps for improvement in one specific area.

**Activity Guide**

**Please use the following activity guide to share your responses.**

|  |  |
| --- | --- |
| **Activity** | **Student Response** |
| Provide a brief description of the classroom setting (e.g., high school, science class, elementary, self-contained setting). Include the number of students and grade level (e.g., 1st grade) | Your Response: |
| Identify three areas of ***strength*** for the class based on the assessment. | Sample Response: 1. Classroom Expectations. Specifically, the teacher created, posted, taught, and gave students frequent, specific performance feedback on classroom procedures and routines  Your Response: |
| Identify three areas of improvement for the class based on the assessment. | Sample Response: 1. Discouraging Inappropriate Behavior. The teacher typically does not use calm, consistent, brief, immediate and respectful error corrections using a professional teaching tone and demeanor.  Your Response: |
| Identify one area for improvement and describe steps to support the implementation for the instructor. | Sample Response: The most important skills for the teacher to implement would be effective ways to discourage inappropriate behavior. The steps to help the instructor improve their responses to inappropriate behavior include:   * Step 1 * Step 2 * Step 3 * (include as many steps as necessary.   Your Response: |
| Explain why you chose this particular area for improvement for the teacher. You do not need more than a paragraph in your response. | Your Response: |

**Preparing for Resistance**

**Team Member:** “I think we should review data from our students about their perceptions of school climate.”

**Administrator Alice Welly (all is well):** “Our programs are well designed, you are implying that we have failed.”

**Attack # 4 based on John Kotter’s Book *Buy-In (***[***link***](https://www.kotterinc.com/book/buy-in/)***)***

**#4 "You're saying we've failed??!!" Attack:** “If this is a problem, then what you are telling us is that we have been doing a lousy job. That's insulting!”

**Sample Response:** “No, we're suggesting that you are doing a remarkably good job without the needed tools (systems, methods, laws, etc) which, in our proposal, you will have.”

**Based on this example response, how would you respond to Alice?**

**See the next page for the team member’s response (after you have tried to respond).**

**Actual Response from Team Member**

**Team Member:** “I think your programs are going very well, given we just need to add systems to help take them to another level.”

**Administrator Alice Welly:** “That was the most important thing you have said all day.”

**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***

**表 12.5 課程計畫中應明確陳述的訊息**

|  |  |  |
| --- | --- | --- |
| * Course Goals 課程目標 * Contact information 聯絡方式 * Student Success Traits 學生成功所需特質 * Rules/Expectations 課程規則/期待 * Course Activities 課程活動 * Grades/Status 成績評量 | * Classroom Procedures 課堂流程/步驟 * Entering the Class 進入教室 * Tardy/Absence 遲到/缺席 * Course Materials 課程教材 * Late/Missing Work 遲交/缺交作業 * Materials 教材教具 | * Assignments 作業 * Due Dates 繳交日期 * Communication 溝通 * Ending class 結束課程 * Consequences 行為後果 * Model Projects 作業範例 * Checklists 檢核表 |

Note: Adapted from Sprick (2013)

註: 調整自 Sprick (2013)

**BIOLOGY SYLLABUS 生物課程計畫**

**Class Taught by Mr. K 授課教師: K 老師**

**September, 九月**

**Course Description 課程描述**

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: 課程目標**

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 指定教課書、學用品，與材料**

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

Materials and Supplies 學用品與材料

* 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 上課形式**

\*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 課堂規則與期待 You Will: 你會**

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 成績**

**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 課堂期待**

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

**Mr. K’s BIOLOGY CLASSES**

**由 K 老師生物課的上課學生準備和列舉**

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\* RESPECT 尊重**

TREAT OTHERS THE WAY YOU WANT TO BE TREATED

用你希望被對待的方式對待別人

Be polite to each other: 對彼此有禮貌

Don’t make fun of other people 不要取笑其他人

Listen to others 傾聽別人說話

Respect other people’s opinions 尊重其他人的意見

Respect other people’s belongings 尊重其他人的物品

Don’t interrupt others 不要打斷別人

Enter and leave the room without pushing or yelling 進出教室時不推擠或大吼

Raise your hand before talking 發言前先舉手

Follow rules 遵守課堂規則

Do not disturb the class 不干擾上課

Use proper language - No profanity - It’s not just what you say but how you say it (tone of voice, inflection) 使用適當的語言-不罵髒話-不只是你講的內容，還有你說話的方式(語氣、語調)

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

不用粗魯的肢體語言-例如，翻白眼、低頭、大聲嘆氣

ATTITUDE 態度

**ACADEMICALLY ENGAGED 參與學業學習**

COME TO CLASS WITH CONFIDENCE 有自信地來上課

Work hard 認真學習

Do your best 盡最大努力

Come prepared for class: 準備好再來上課

Bring assigned completed work 把完成的作業帶來

Bring needed supplies 帶需要的學用品

Complete all assignments and do it on time 準時完成所有的作業

Be organized 有條理/計畫

Take notes 記筆記

Ask questions 問問題

Listen 注意聽

Participate in activities, discussions 參與課堂活動、討論

Work with and help others 與他人合作、幫助他人

Pay attention 專心

Come on time 準時

Use the library 使用圖書館

Discuss and debate 討論

Learn how to communicate 學習如何溝通

Study 讀書

Raise your hand before talking 發言前先舉手

ATTITUDE 態度

**RESPONSIBILITY 負責**

TAKE RESPONSIBILITY FOR YOUR ACTIONS 為自己的行為負責

Do your best 盡最大努力

Show respect to others 對別人展現尊重 Wear ID (visible) 配戴學生證(在顯眼處) Follow dress standard 遵守服儀規定 Be on time 準時

Listen 注意聽

Listen before acting 行動前先聽清楚

Copy down assignments 把回家作業/任務抄下來

Complete assignments 完成作業

Come prepared for class 準備好再來上課

Keep track of things 清楚課堂任務

Take care of books, supplies, classroom 管理好課本、學用品，和教室 Return supplies and other borrowed items 歸還材料和其他借用物品 Help others 幫助他人

Attitude 態度

BE HONEST 誠實

**TEACHER 老師**

BE A ROLE MODEL - SET A GOOD EXAMPLE 做學生的好榜樣

Be polite 有禮貌

Be on time 準時

Come prepared with completed lesson plan 準備好教學計畫再來上課

Give meaningful work 給有意義的學習任務

Respect students 尊重學生

Respect the opinion of students 尊重學生的意見

Be fair to all students 公平對待所有學生

Treat all students equally (don’t play favorites) 平等對待所有學生(不偏心)

Pay attention to students 注意學生

Make eye contact with students 與學生眼神接觸

Listen to students 傾聽學生 Listen to suggestions 聽取建議 Help students 幫助學生 Answer questions 回答問題

Don’t use put downs 不羞辱學生

Don’t use profanity 不罵髒話

Stay calm; don’t yell; control anger 保持冷靜、不大吼，控制脾氣 Give advance notice of assignments and tests 事先預告作業和考試 Grade papers and tests on time 準時批改報告和考試

Grade “right” (fairly) 公平地打成績 Watch body language 注意肢體語言 Maintain a clean classroom 維持教室整潔

Remember that “things go both ways” 記得事情有好有壞 Treat students as young adults 把學生當成小大人對待 ATTITUDE 態度

**Reading for Meaning Practice 內容深究練習**

**Choose one** of the following texts: 選擇 1 個文本：

Review PBIS Matters from Taiwan APBS site ([link](https://sites.google.com/view/twpbs/%E5%B0%88%E6%AC%84%E5%88%86%E4%BA%AB-pbis-matters/%E8%BC%94%E5%B0%8E%E5%9C%98%E5%B0%88%E6%A5%AD%E6%94%AF%E6%8F%B4%E6%9C%8D%E5%8B%99%E7%A0%94%E8%A8%8E%E6%9C%83%E6%9C%83%E5%BE%8C%E5%95%8F%E7%AD%94)) 回顧台灣正向行為支持網站上”PBIS 的重要性”內容

Review slides from presentation 回顧本工作坊的 ppt

Review handbook from presentation 回顧本工作坊的工作手冊

[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) Implementing Systematic Interventions 書中第一章的 MTSS 簡介

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.

用你選擇的文本完成下頁的內容深究活動：從文本中找文字證據、詮釋，或敘述，以支持或反駁中間欄位的各項論點

* If your evidence supports the claim, enter in the left column. 如果你的證據支持該論點，記錄在左邊欄位
* If your evidence refutes the claim, enter it in the right column. 如果你的證據反駁該論點，記錄在右邊欄位
* If you found evidence that supports AND refutes the claim, enter into each column. 如果你發現有證據同時支持和反駁該論點，分別記錄於左邊和右邊欄位

|  |  |  |
| --- | --- | --- |
| **Evidence to Support 支持的證據** | **Claim 論點** | **Evidence to Refute 反駁的證據** |
|  | It is more efficient to focus only on tier two and tier three supports, rather than prevention  聚焦於提供次級和三級支持而非預防，  是更有效率的 |  |
|  | It is possible to identify and teach behaviors that need to be taught schoolwide  確認需要教導全校學生的行為並進行教  學是有可能的 |  |
|  | Students’ needs drive decision-making in PBIS.  學生的需求會推動正向行為介入與支持  的決策 |  |

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.

**Expectation Alignment Activity**

1. Develop one cell in the teaching matrix together
2. List out the settings/situations in your school where you need to address character
3. Using your list of character/moral traits, or the ones I listed, complete at least one cell of the teaching matrix (e.g., what you want to teach)

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

**表 13.2 確認你的期待: 誰可以提供回饋？如何讓所有相關人員參與？**

(取自臺灣正向行為支持學會2024年翻譯講義)

|  |  |  |  |
| --- | --- | --- | --- |
| **Who can provide input?**  **誰能提供回饋？** | **How will you include all stakeholders?**  **如何讓所有相關人員**  **參與？** | **What kinds of skills do you wish (or your data indicate) your community should hold for each other?你期待或資料顯示你所屬的團體，成員彼此應具備甚麼表現／技巧？** | **What are some of the non-academic or non-compliance only skills you could include on your list?你的清單上還想包括哪些非學業或不只是順從的表現／技巧呢？** |
|  |  |  |  |

Contact Hank Bohanon @ [http://www.hankbohanon.net](http://www.hankbohanon.net/)

**Situations**

**1. Board the bus**

**1. Listen attentively**

**to speaker.**

**2. Participate actively in lesson.**

**3. Work collaboratively in groups.**

**4. Follow directions of the teacher.**

**5. Leave the environment neat and orderly. (SLK 1, 3, 6)**

**1. Come prepared to**

**learn with materials, supplies and homework..**

**2. Complete your tasks in a timely manner.**

**3. Use technology appropriately.**

**4. Take good care of equipment, materials and furniture.**

**1. Use polite words.**

**2. Help clean up the classroom.**

**3 Show consideration to others.**

**4. Remain in your space and respect the space of others. (SLK , 3, 6)**

(取自臺灣正向行為支持學會2024年翻譯講義)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Classroom** | | **Cafeteria** | **Hallway** | **Restroom** | **Office** | **Auditorium** | **Buses** | **Emergency** | **Technology** | |
|  | 教室 | 餐廳 | 走廊 | 廁所 | 辦公室 | 視聽教室 | 校車 | 緊急情況 | 電子設備 |  |
| **Be Respectful**  尊重 |  |  |
| 1. 專心聽別人發言 2. 積極參與課堂 3. 與小組合作 4. 遵從老師的指令 5. 維護環境的整潔 | | 1. **Remember to**   **say "please" and "thank you".**   1. **Use your inside voices.** 2. **Wait your turn in line.** 3. **Quickly take a seat and remain seated until you are dismissed.** 4. **Use appropriate table manners. (SLK 1, 3, 6)** | 1. **Walk quietly.** 2. **Keep hands and body to self.** 3. **Quiet voices.** 4. **Appropriate language.** 5. **Be aware of classes in session. (SLK 1, 3, 6)** | 1. **Flush the toilet.** 2. **Use restroom for intended purposes only.** 3. **Keep walls, floors and mirrors clean.** | 1. **Enter quietly** 2. **Use appropriate language.** 3. **Wait your turn.** 4. **Remain on "visitor" side of counter. (SLK 1, 3,**   **6)** | 1. **Select a seat and remain seated.** 2. **Keep hands and objects to yourself** 3. **Use your inside voice.** 4. **Ask and receive permission to move.** 5. **Listen to others.** 6. **Respect the space.**   **(SLK 1, 3, 6)** | **quickly and sit**  **down.**   1. **Remain seated.** 2. **Use an appropriate tone of voice.** 3. **Use appropriate language.** 4. **Follow the directions of the driver.** 5. **Keep hands and feet to self and inside the bus. (SLK**   **1, 3, 6)** | 1. **Remain quiet and calm.** 2. **Listen and follow directions of the staff. (SLK 1, 3, 6)** | 1. **Following teacher directions for the task** 2. **Handling my computer/IPAD with care** 3. **Maintaining all school designated settings ----** | |
| **Be Responsible**  負責 | 1. 上課時備齊學用品和作業 2. 準時完成任務 3. 適當地使用電子設備 4. 愛護設備、學用品和課桌椅 | | 1. **Wash your hands before eating.** 2. **Leave your area cleaner than you found it.** 3. **Use your time wisely.** 4. **Eat your food.** 5. **Dispose of trash properly.** 6. **Follow directions of all adults.** | 1. **Have a pass. (One pass/one student).** 2. **Walk to the right in the hall and on the stairs.** 3. **Go directly to your destination without detour.** 4. **Pick up garbage.** | 1. **Wash your hands with soap.** 2. **Get in and get out.** 3. **Get permission from the teacher and bring a completed pass.** | 1. **Have a pass.** 2. **Ask permission.** 3. **Return promptly to class.** | 1. **Follow school rules.** 2. **Alert adult of unsafe behavior.** 3. **Help keep seats in good condition. (SLK 1)** | 1. **Help keep seats and vehicle in good condition.** 2. **Keep aisle clear.** 3. **Open windows only to the marked spot.** 4. **Report problems to the driver, bus monitor and principal.** | 1. **Alert appropraite personnel.** 2. **Keep space between you and the situation if possible.** | 1. **Only visiting designated and appropriate websites----** 2. **Observing energy saving techniques** | |
| **Be Kind**  善良 | 1. 講話有禮貌 2. 幫忙清理教室 3. 關心他人 4. 留在自己的位置並尊重他人的空間 | | 1. **Greet the staff.** 2. **Say, "thank you" after you are served.** 3. **Invite someone new to sit with you.** 4. **Be generous, not wasteful.** 5. **Offer help to those who need it.** 6. **Include others in conversation. (SLK 1, 3, 6)** | 1. **Smile** 2. **Greet others, for example, "Good morning."** 3. **Help others pick up fallen books or materials. (SLK 1, 3,**   **6)** | 1. **Respect others' space and privacy. (SLK 1)** | 1. **Be kind to guests.** 2. **Say "please" and "thank you". (SLK 1)** | 1. **Be friendly.** 2. **Show appreciation.** 3. **Applaud appropriately. (SLK 6)** | 1. **Greet the bus driver and bus monitors.** 2. **Use polite words.** | 1. **Make sure others are safe.** | **1. I report misuse of technology --**  **2. I report any issues or damage to materials** | |

Grid for Schoolwide Expectations

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Classrooms | Hallways | Lunchroom | Extra Curricular | **Community and Campus** | Assemblies |
| Be  **Caring** |  |  | . |  | . |  |
| Be **Academically Engaged** |  | . |  | . | . | . |
| Be **Responsible** |  |  | . | . |  |  |
| Be Respectful |  |  |  |  |  |  |

P = problems we typically see in our school

**Sample Lesson Plan 課程計劃實例**

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

目標：學生可以在有角色扮演的一般情境可以確認或表現尊重的行為

**Expectation:** Be Respectful 目標：尊重

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

地點：在走廊、教室和集合場合跟大人說話時

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

活動：與學生和教職員工角色扮演

**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)

為何重要：問＂為何尊重大人是重要的？（反應的例子包括”別人對你的方式就是你對他們的方式，這樣大家都很快樂）

**Negative Example: 反例**

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

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

問”怎樣是不尊重大人的樣子？”（反應例子包括：大罵回去、尖叫、咒罵、繼續講話）

**Positive Example: 正例**

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

*問”*那些看起來尊重大人的樣子？*”* （反應例子包括：傾聽他人說話、使用室內聲量）

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

**Practice: 練習**

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

學生練習負面例子，再練習正例，告訴學生

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? 你如何知道他們已經學到這些技巧？**

*“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.”*

“ 好的，幹得好！秋季學期（上學期）我們會關注這類行為。如果你能遵循這些期待，你在Senn的經驗會好得多。謝謝你，晚安，拉斯維加斯。”

196 / 5,000

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

**下一步：**練習討論其他情境：如果你在走廊上被問你的學號多少？

**BUILDING EXPECTATIONS**

建立行為期待

**Sample Lesson Plan**

教案範例

(取自臺灣正向行為支持學會2024年翻譯講義)

**Objective: 目標**

**Expectation: 行為期待**

**Location: 地點**

**Activity: 活動**

**Why this is important: 這為什麼重要 Negative Example: 非例/反例 Positive Example: 正例**

**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?”

練習: 學生先練習反例，然後再練習正例。跟學生說”記得不要做任何會讓你被送到學務處的事。

還有，記得當我舉起手時，你就要停下手邊的事。當我舉起手時你要做什麼？”

**How will you know they have learned the skill? 如何知道學生已經學會行為期待了？**

(short term and long term)? （短期與長期）？

**Next Steps: 下一步**

**Checklist for teaching expectations 教導期待行為的檢核表**

|  |  |
| --- | --- |
| **Activity for teaching**  **(list the expectation being taught)**  **教\_\_\_\_\_\_\_\_的活動，寫出要教的期待行為** | **Yes= 2 Good Start = 1 No = 0**  **Comment for additional practice**  **2代表好的執行，1代表開始，0沒有** |
| Was the schoolwide expectation explicitly stated?  全校性的期待具體說明了嗎`? |  |
| Was the location where the behavior is to be carried out identified?  行為表現的地點被確認了嗎? |  |
| Was the teaching method clear (e.g., discussion, role play)  教導方法明確嗎？如討論和角色扮演 |  |
| Was a prompt given to discuss why this expectation was important?  是否提供提示討論為何期待很重要？ |  |
| Were students asked for negative examples of the expectation?  學生是否有被告知那些是期待的反例？ |  |
| Were students asked for positive examples of the expectation?  學生是否有被告知期待的正例？ |  |
| Were the students allowed to practice the negative, then the positive behavior?  學生是否允許演練負面行為，再演練正例？ |  |
| 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?  老師是否先教導了提示（如，當我舉手時，停止大喊大叫），以阻止不適當的角色扮演（例如，拿出…..看起來不像的東西），以及設定行為的限制？ |  |
| 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)?  老師是否事先教導負向演練的限制（如，記住不能把任何東西丟出教室）？ |  |
| Were the students provided with feedback about their performance and perhaps additional practice in another situation?  學生是否獲得他們演練的回饋，並獲得額外的機會演練？ |  |

**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**

**表揚學生的好行為**

(取自臺灣正向行為支持學會2024年翻譯講義)

* Try to use a 5 to 1 ratio of positive to corrective comments in the classroom

要 5:1: 在教室中使用正向與矯正性回饋時，試著做到 5:1 的比例

* Be specific: “Thank you for being respectful and handing me your ID when I asked for it”

要具體: “謝謝你在我要求繳交學生證時就交上來，這就是尊重的表現”

* Recognize students immediately after the desired behavior

要立即: 學生展現期待行為後立刻表揚

* Be genuine: Convey sincerity with tone of voice and body language, message, and choice of behavior to acknowledge (avoid patronizing students)

要真誠: 表揚學生時選用可表示真誠的語調、肢體語言、訊息，和行為(避免對學生擺出高人

一等的姿態)

* 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”

使用多元的增強: 在部分學生無法展現好行為時，刻意表揚一位有達到行為期待的學生，例如說 "我真的很感謝第一組現在表現得超有效率，你們都把書翻開了而且也開始抄筆記”

* 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.)

安排與學生相關的學習活動: 如果學科的學習內容對學生而言是有意義且有趣的，在學習活動中展現好行為和參與對學生而言就是獎勵。例如，在數學課時，讓學生思考並完成如何省錢買電玩(如 Xbox, Playstation,等)的應用問題。

**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)

隨堂小考: 你有哪些可幫助你具體、立即，且真誠地增強學生的方法呢? (提示: 文具店/教材教具

店)

Types of acknowledgment: 表揚的方式

Immediate/Frequent: 立即/頻繁

Intermediate (weekly?) – homework example 中等(每週?)-回家作業範例

Large scale, school spirit oriented (school picnic?) 大規模，學校精神導向(學校野餐?)

**Acknowledgment Guidelines from Japanese Businesses Futoshi Kobayashi, Miyazaki International College**

**日本企業的表揚原則**

**小林太，宮崎國際學院**

(取自臺灣正向行為支持學會2024年翻譯講義)

“In 2010, he [Mr. Takayoshi Nishimura] established a general incorporated association, Japan Praise Masters Association (nihon homeru tatsujin kyokai in Japanese), and now he is working as its chairman. According to him, you must not use praise in order to manipulate others. We praise others in order to organize our own mind. In order to praise others correctly, we must have emotional leeway in our mind so that we can spend our psychological energy to find hidden value of the people, things, and events surrounding ourselves. By finding the hidden value of others, and informing them of these, we improve our own psychological well-being. Thus, we must not expect any response from the target person who received our praises. He defines praising others as a self-sufficient activity that enriches oneself, not others.

2010 年，西村先生成立了一個日本讚美大師學會，並擔任學會主席。據他所說，你不能用讚美來操控別人。我們讚美他人是為了整理自己的心。要能正確地讚美別人，我們必須在情緒上有餘裕，好讓我們能將自己的心理能量用來發現周圍的人、事、物的隱藏價值。藉由發現並告知他人其隱藏價值，我們得以改善自身的心理健康。因此，我們不應期待接受我們讚美的對象展現任何回應。他把讚美他人定義為可豐富自己而非豐富他人的自我滿足活動。

He stated that a correct way to praise includes (a) the thing that the target person did, (b) the contribution to someone of what the target person did, and (c) praising the target person with your subjective judgments. For example, you can say, “You always greet me cheerfully in the morning. Your greetings inspire me to work hard every day. Thank you very much.” In this example, your target person actually greets you every morning as a matter of fact. Then, you inform him or her how much what he or she did contributed to the welfare of others by your subjective judgments.”

他認為正確的讚美方式包括(a)目標對象做的事，(b)目標對象做的事而對某人做出的貢獻，和(c)用你的主觀判斷讚美目標對象。例如，你可以說”早上你總是開心地跟我打招呼。你的招呼讓我每天有能量認真工作。非常感謝你。”在這個例子中，你的目標對象每天跟你打招呼是事 實。而你用主觀判斷告訴他，他的作為如何為別人的福祉做出貢獻。

**Recommendations for Educators 給教師的建議**

1. Careful observations of each student are necessary to find his or her hidden strengths.

仔細地觀察每個學生以發現他的隱藏優勢是必要的

1. When a student did a tiny change or improvement, a teacher should praise it as soon as it happens, even if it was just by chance.

當學生做出一點小改變或進步，即使是意外促成的，老師也要盡快給予讚美。

1. Acknowledging the existence and the actions of each student is important.

表揚每位學生的存在和行為是重要的

1. Informing each student of his or her contribution to the welfare of others is crucial.

讓每位學生知道他/她如何為別人的福祉做出貢獻是重要的

1. Giving any compliments is not always necessary but acknowledging the actions, efforts, and changes are necessary for each student.

對每位學生給予任何讚美不是絕對必要，但是表揚他們的行為、努力，和改變有其必要性

小林太. (2022). Review of Business Books for Educators: How to Praise Others. *比較文化*, *26*, 1-14.

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

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

**PBIS/MTSS School-Wide Reinforcement Planning Matrix ESH High School (IL)**

**Reinforcement Planning Matrix**

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) 致謝實作**

**Caring, Academically Engaged, Respectful, and Responsible**

**關懷、參與學業、尊重、負責**

**(C.A.R.R.) Give an example of how to use acknowledgment in each scenario 在一個情境表達致謝的實例**

*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.

如「做得好」或「感謝你在…時所表現出的尊重」這些簡單的話也很好。記得要具體說出你欣賞的是什麼，得到鼓勵的人通常會重複。

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

**表 14.2 提升師生參與的策略**

(取自臺灣正向行為支持學會2024年翻譯講義)

|  |
| --- |
| **Strategies for Increasing Teacher-to-Student Engagement**  **提升師生參與的策略**  *Rank order the strategies by preference 依喜好為以下策略排序* |
| Laughing with students (not at students) 跟學生一起笑(不是嘲笑學生)  Giving students a choice on how to respond to assignments 提供學生如何完成作業/任務的選項  Providing an out of desk greeting 在講桌/辦公桌以外的地方跟學生打招呼  Asking about life events like sports (not about their girlfriend/boyfriend)詢問學生的生活，如運動(不是問他們的男/女朋友)  Asking students why they answered a certain way 問學生為什麼會以某種方式回答問題  Delivering specific praise (e.g., thanks for being on time) 給予具體的讚美(如:謝謝你準時出現)  Providing approval statements 對學生表示贊同  Using positive non-verbal gestures (e.g., thumbs up) to specific students exhibiting expected behaviors or the entire class as a whole 對表現期待行為的特定學生或全班使用正向的非語言手勢(如:比讚)  Other 其他 |

Note: Strategies adapted from Allen et al. (2013), and Cook et al. (2017).

註: 策略調整自 Allen et al. (2013) 與Cook et al. (2017)

**Professional Development on Redirection**

**專業發展: 如何重新引導**

* Think of a student who is off-task 想像一名上課分心的學生
  + What are they doing that is okay? 他們有哪些表現是適宜的?
  + If a student was in a white shirt but did not have an ID, what could you say first before asking about the ID? 如果一位學生穿著白襯衫但没有帶學生證，你在詢問學生證前可以先說些什麼？
* When stopping a student in the hall, what happens when you don’t use the techniques below? 在走廊上攔住學生時，如果不使用以下的技巧會發生甚麼事呢？
  + **Use privacy, eye contact, and proximity** when correcting 糾正時注意隱私、眼神接觸，和身體的距離
  + **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. 從正向的表現切入－他們有哪些做得好

／對的表現？或他旁邊的學生有甚麼好表現？具體地讚美該行為表現

* + **Assume the student did not know the expectation** (assume innocence until proven guilty)

假設學生不瞭解期待行為（未經證明有罪確定前，先假設為無罪）

* + **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?)

使用幽默 — 這不是諷刺（例如，“你知道，我的手臂有時也会亂揮動，你現在還好嗎？”

—這樣在走廊上真的安全嗎？）

* + **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!

在要求學生或給予指令時，別捲入爭論。當學生問“為什麼”或“你是誰”時，只要等待片刻

然后重複指令。你必需願意等待學生冷静，如果做不到，就別用這個技巧！

* + **End with a teachable moment**, “Was that an example of being safe?” “What did you need to do instead?”

以教導（而非指責）作結，如“那是一種安全的表現嗎？”“不這樣的話，你該怎麼做呢？”

* When attempting to redirect groups, have you tried the following? 嘗試重新引導小組／全班時，你試過以下的方法嗎？
  + **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).

表揚專心的學生，當其餘學生回神後，表達你的感謝。對個别學生也可以用此方法：找到學生的好表現，並明確地指出來。在學生停止行為問題時，感謝學生在沒有老師的提醒下自我控制（提示：從正向的表現開始）。

* + **Stop, wait** for instructional control, **remind, and re-teach** expectations.

**停**下來，**等待**教學控制發揮作用(意即: 表揚好表現)，**提醒**，並**重新教導**行為期待。

**Teacher vs. Dean vs. Attendance Managed Behavior**

**教師 vs. 學務主任 vs. 生教組管理的行為**

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| **Teacher Managed Behavior**  **老師管理的行為**  Attendance to class: 上課出席   * Teacher reports on IMPACT**\* (老師在 IMPACT 上回報)**   Tardy to class: 上課遲到   * Teacher reports on IMPACT**\***   Behaviors to be logged by teacher: 老師要記錄的行為   * Excessive talking 過度發言 * Insubordination 不服從 * Off task 分心 * Passing notes 傳紙條 * Drinks/food 吃東西 * Headphones 帶耳機 * Cell phones 使用手機 * Missing homework 缺繳作業 * Not prepared for class 上課準備度差(缺學用品) * Inappropriate language 言語不當 * Dishonesty 不誠實 * Dress code 違反服儀規定 * Cheating/Plagiarism 作弊/抄襲   **Note: 註:**  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.  上述的所有行為問題若在老師嘗試在教室或和家長合作處理後仍重複發生，則轉介生教組處理。參考行為策略單上的建議。如果行為惡化並嚴重干擾課堂教 學，則轉由學務主任處理。老師須記錄重複發生的違規行為。 | **Dean & Attendance Office Managed Behavior**  **學務主任&生教組管理的行為**  Note: All Behaviors below are either outside the teacher’s control or are safety issues that need office attention right away.  註: 以下的行為是超出老師控制或有安全疑  慮需要學務處立即關注。  **Attendance Office: 生教組**   * Cutting class(es) 逃課 * Excessive tardiness to class/school 非常晚到課堂/學校 * School Attendance 出席率低 * I.D. (safety issue) 安全議題   Generally, all attendance matters are handled by the attendance office. Non-attendance behaviors are referred to the deans.  一般而言，所有的出席問題皆由生教組處理，缺席行為則轉介學務主任  **Deans Office: 學務主任**   * Repetitive minor offences. (Accompanied by log)重複發生的輕微違規行為 (附上輔導記錄) * Fighting 打架 * Vandalism 破壞物品 * Verbal/Physical Threat 口語/肢體威脅 * Gang Representation 幫派 * Drug Violation 違法藥物 * Arson 縱火 * Hallway Disruption 走廊上干擾行為 * Harassment (Sexual/Bullying) 性平/霸凌 * Assault 侮辱 * Weapons 武器 |

**Practice Chart for Responding to Problem Behavior in the Classroom**

**練習: 回應教室裡的行為問題**

(取自臺灣正向行為支持學會2024年翻譯講義)

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| **Teacher Managed**  **教師管理的行為** | **Administrator Managed**  **行政管理的行為** |
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