

The Classroom and Beyond: Finding Ways to Improve School Climate in Classroom and Non-Classroom Settings

Materials

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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.

Exploring Other Schools

What is working well?

- District level support in place
- Use of Safe Schools grants to funding coaching
- High levels of implementation
- Office Discipline Referrals are going down in some cases
- Connecting student voice with school climate
- Adjustments to climate based on student input (e.g., facilities)
- Expectations are “branded” in the community
- Great staff, teachers, great students
- Universal supports in place (e.g., expectations and posters)
- Positive discipline model protects student dignity
- Reminders for student expectations in school announcements
- Teaching matrix in place
- Some acknowledgments in place for students
 - Weekly and monthly awards, photo walls of recognized
- Access to schoolwide data system (e.g., SWIS)
- Braiding of RtI and PBIS teams and initiatives
- Connecting Multi-tiered supports with Professional Learning Communities
- Alignment of core curriculum
- Increased student engagement (e.g., belonging, being a part of school)
- Focus on improving effective classroom practices
- Understanding that change in HS takes 3-5 years
- Taking at least a year to plan before roll out
- Building more intensive programs (e.g., secondary, tertiary supports) off of solid core (e.g., universal, schoolwide supports)
- Engaging content and instruction decreases problem behavior
- Teams coming together to support schoolwide efforts
- Leadership teams involve department heads
- Training teachers on practices to support buy-in, before rollout (e.g., teaching expectations)
- Other:

Next Steps

- Refresh new teams members on key ideas for tiered systems of support
- Connect tiered systems of support practices with high schools (e.g., need for more examples)
- How to be more proactive in relation to discipline
- How do we go deeper with schoolwide supports in classroom settings?
- Buy-in and ownership for schoolwide supports from staff and students
- What do tiered systems of support look like with a small/large staff?
- How to address behavior from students from dynamic homes/backgrounds (e.g., group homes, conflict, mobility)
- Need for more high school specific acknowledgement practices/examples, from other schools
- Identify and support classroom practices that are effective
- What does acknowledgment look like for high school settings?
- How to develop small starts that lead to effective outcomes
- How to improve climate of the school, this is not a jail?
- How to implement tiers I and II with limited resources (e.g., lack of access to school counselors)
- Organizing supports around tiers II and III, we some have in place, just not organized
- What are the systems around tiers II and III to make them effective?
- What are some useful tier II and III interventions?
- Deciding if student problems are based on “Can’t do” or “Won’t do”
- How to address redirecting the same students multiple times
- How teachers can respond to students with more intensive needs?
- Teachers’ consistency with addressing policies (e.g., cell phone, dress code)
- Getting more students involved in schoolwide supports
- Addressing a need for response to students with intense behavior problems
- How to develop improved rapport with students, particularly students with intense needs
- More supports for addressing tardy to class, disrespect, defiance, electronics, bully behavior
- How to make sure tiered systems of support is not binder on a shelf, just one more thing
- Consistency of the school safety/crisis plan – actual practice
- How do PLC’s connect with tiered systems of support
- How do you connect service learning with tiered systems of support
- Other:

Supportive Environments Quiz

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

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

Classroom Management Self-Assessment			
Sugai, Colvin, Horner & Lewis-Palmer			
Effective Classroom Management Practices	Current Status		
	Not In PI 0	Partial 1	In Place 2
1. Classroom behavioral expectations defined and taught (consistent with school-wide expectations)			
2. Classroom <u>routines</u> defined and taught a) Signal established for obtaining class attention b) Self-management			
3. Active supervision of classroom a) moving through classroom, scanning, interacting			
4. Positive environment established a) 5 positive comments to every correction/negative b) First comment is positive/ celebrations			
5. Physical layout is functional and minimized crowding a) Classroom activities have locations b) Teacher able to monitor whole class c) Traffic patterns established			
6. Maximize academic engagement a) Opportunities for student responses (0.5/min)			
7. Promote academic success a) Academic success rate matches level of learning b) Curricular adaptations available to match student ability			
8. Hierarchy of responses to problem behavior a) Do not ignore moderate/intense problem behavior b) Specific feedback for social/academic errors c) Responses to problem behavior allow instruction to continue			
9. Vary modes of instruction			
10. System available to request behavioral assistance			
Summary Score	Total Points = ____ X 100% = % 20		

Contact Hank Bohanon @ <http://www.hankbohanon.net>

Effective Behavior Support (EBS) Self-Assessment Survey Version 2.0

See <http://www.pbis.org/blueprint/evaluation-tools>

Data Collection Protocol

- ✓ Conducted annually, preferably in spring.
- ✓ Completed by all staff.
- ✓ Use results to design annual action plan.

Assessing and Planning Behavior Support in Schools

Purpose of the Survey

The EBS Survey is used by school staff for initial and annual assessment of effective behavior support systems in their school. The survey examines the status and need for improvement of four behavior support systems: (a) school-wide discipline systems, (b) non-classroom management systems (e.g., cafeteria, hallway, playground), (c) classroom management systems, and (d) systems for individual students engaging in chronic problem behaviors. Each question in the survey relates to one of the four systems.

Survey results are summarized and used for a variety of purposes including:

1. annual action planning,
2. internal decision making,
3. assessment of change over time,
4. awareness building of staff, and
5. team validation.

The survey summary is used to develop an action plan for implementing and sustaining effective behavioral support systems throughout the school (see “Developing an EBS Annual Action Plan”).

Conducting the EBS Survey

Who completes the survey?

Initially, the entire staff in a school completes the EBS Survey. In subsequent years and as an on-going assessment and planning tool, the EBS Survey can be completed in several ways:

- All staff at a staff meeting.
- Individuals from a representative group.
- Team member-led focus group.

When and how often should the survey be completed?

Since survey results are used for decision making and designing an annual action plan in the area for effective behavior support, most schools have staff complete the survey at the end or the beginning of the school year.

NONCLASSROOM SETTING SYSTEMS

Current Status			Feature	Priority for		
In Place	Partial in Place	Not in Place		High	Med	Low
			Non-classroom settings are defined as particular times or places where supervision is emphasized (e.g., hallways, cafeteria, playground, bus).			
			1. School-wide expected student behaviors apply to non-classroom settings.			
			2. School-wide expected student behaviors are taught in non-classroom settings.			
			3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.			
			4. Rewards exist for meeting expected student behaviors in non-classroom settings.			
			5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.			
			6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.			
			7. Staff receives regular opportunities for developing and improving active supervision skills.			
			8. Status of student behavior and management practices are evaluated quarterly from data.			
			9. All staff are involved directly or indirectly in management of non-classroom settings.			

Name of School _____

Date _____

LESSON PLAN OVERVIEW
BIOLOGY
Week of September 1, Periods 1,2,4,5,7
By BK

Themes: Welcome students;
Begin to set climate of class (i.e. a climate of safety and learning);
Introductions and overview of class, expectations and routines;
General introduction to science and to “science in the news”.

Monday, 9-01

No School - Labor Day Holiday

Tuesday, 9-02 (modified schedule)

1. Welcomes students.
2. Introductions - introduce self ; have students introduce the student next to them by first interviewing him/her (using prompts listed on transparency) and then introducing them to the class. (*transparency: listing interview questions*)
3. Present a general overview of the class. (refer to *transparency*).
4. Explain what supplies students are expected to bring with them daily. (*transparency: listing supplies*).
5. Distribute and have students complete the *student profile forms*.
5. Sign programs
{materials: transparencies; student profile form; programs}

Wednesday, 9-03 (advisory schedule)

1. Welcome any new students. Sign programs.
2. *Bell ringer*: have students complete a chart [refer to *transparency* which lists the 4 school wide areas of expectations: (1) be respectful; (2) be academically engaged; (3) be responsible; and (4) be caring.] Ask students to list the things they can do to meet each of these areas. Then ask students to list the expectations they will have of me as teacher in each of the areas.
3. Ask students to present their lists and compile one master list for class (on easel paper)
4. Distribute and review list of class rules.
5. If time allows: Prompt students to brainstorm current worldwide science related topics. List on white paper.
Discuss each item with students prompting them to tell everything they know about the topic.
Emphasize how important science is to our every day life.
{materials: transparencies; white easel paper}

Thursday, 9-04

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1. If # 5 from yesterday was not completed have students make a list of science related news topics as *bell ringer*.
2. Relate to theme of science in the news, show video of various news clips regarding major current science related issues occurring throughout the world. Stop and start video prompting discussion of each topic. Relate to list completed by students.
(*materials: video, vcr, TV, white sheet from yesterday*)

Friday, 9-05

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

BIOLOGY SYLLABUS

Class Taught by Mr. K

September

Course Description

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

Course Objectives:

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

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

Required Texts, Materials, and Supplies

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

Materials and Supplies

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

Class Format

- | | | |
|----------------------------------|---|----------------------------|
| *Bell ringers | *Lecture | *Demonstration |
| *Individual, pair and group work | *Reading | *Written class assignments |
| *Note taking | *Homework | *Lab activities |
| *Reports (written and oral) | *Presentations | *Vocabulary work |
| *Science notebook | *Interactive dialogue, discussion, debate | |
| *Tests and quizzes | *Research paper | *Extra credit assignments |

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

Classroom Rules and Expectations **You Will::**

1. Follow the Uniform Discipline Code;
2. Follow the classroom expectations (see attached lists)
3. Maintain good attendance; **[Unexcused absences WILL LOWER YOUR GRADE]**

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

Grades

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

- | | |
|----------|---|
| 90 - 100 | A |
| 80 - 89 | B |
| 70 - 79 | C |
| 60 - 69 | D |
| Below 60 | F |

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

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

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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

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

<u>Laptops/Desktops</u>			
<u>SAFE</u>	<u>RESPECTFUL</u>	<u>RESPONSIBLE</u>	<u>STAFF</u>
<ul style="list-style-type: none"> • Carry laptop with cover closed • Use a padded carrying case to take the laptop home • No food or drink 	<ul style="list-style-type: none"> • Check out the laptop so others know you have it • Stay only in your files keeping others' files safe • Hard drive passwords are off limits 	<ul style="list-style-type: none"> • Keep backgrounds, screensavers, or any settings in original settings • If there is a problem with laptop report it • Personal laptops used only with permission 	<ul style="list-style-type: none"> • Monitor, supervise, and teach appropriate behavior and safety

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

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

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Example lesson/song for locker cleaning: This is an Alert Now Message from West Boyd Public School. Please listen carefully for the instructions....

Deep In Your Locker

Deep in your locker, what is that smell?
Oh my gosh, -can you tell?
Maybe a t-shirt with lots of sweat
Sneakers or dirty socks I bet.

Ho, ho, ho, who wouldn't go?
Ho, ho, ho, who wouldn't go?
Deep in your locker, pitch and throw
All that trash just has to go.

First goes the notes you never took
Found an overdue library book
Get that food and pop bottles out
We'll give you a slushy so you don't pout

Ho, Ho, Ho, who wouldn't go
Ho, Ho, Ho, who wouldn't go
Make sure you take home all your junk
Start the year off with a nice clean bunk.

Now that your locker is empty too
Get germ wipes and make it new
Set your books up -nice and neat
Then next year you'll get your treat.

Ho, ho. Ho, who wouldn't go
Ho, Ho, Ho who wouldn't go
Deep in your locker, Make it Quick
When you come back -a slushie -from Mary & St Nick.

So here's the deal....

Clean your lockers and locker room

And we will all enjoy a slushy when we come back after Christmas.

Thanks.....

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BUILDING EXPECTATIONS

Sample Lesson Plan

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

Expectation: Be Respectful

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

Activity: Role play either with students or staff

Why this is important: Ask *“Why is being respectful to adults important?”*
(Sample responses include: People treat you the way you treat them, its nice, everyone is happier)

Negative Example:

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

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

Positive Example:

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

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

Practice:

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

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

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

How will you know they have learned the skill?

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

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

BUILDING EXPECTATIONS

Sample Lesson Plan

Objective:

Expectation:

Location:

Activity:

Why this is important:

Negative Example:

Positive Example:

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

How will you know they have learned the skill?
(short term and long term)?

Next Steps:

Checklist for teaching expectations

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

Total Points: _____ **Teacher's Name:** _____
Percentage: _____ **PBS Consultant:** _____
Teacher has reached a proficiency level of 90% or better _____
Yes/No

Student Engagement

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



998_al_video_kamil.
pdf

Also...



Learning Together About Engaging Text Discussion

Purpose	Trainers, coaches, and expert teachers are encouraged to use this tool to provide in-service training on facilitating text discussion. During this session, teachers will work in the larger group and in small groups to deepen their understanding of instructional strategies and practices.
Materials	Laptop and projector
Media	<p><i>Talking About Text: Discussion-Based Approaches to Reading Instruction</i>. Watch this multimedia presentation to learn about important features of extended discussions about text. (5:51)</p> <p><i>Engaging Adolescents in Discussions About Text</i>. Watch this expert interview with Dr. Janice Dole to learn about how teachers can use engaging text discussion to facilitate reading comprehension. (5:28)</p>
Topic	Adolescent Literacy
Practice	Engaging Text Discussion

Learning Together About Engaging Text Discussion

1. Watch the multimedia presentation, *Using Text Discussions to Engage Students and Improve Comprehension* and the expert interview, *Engaging Adolescents in Discussions About Text*. Lead a discussion to clarify the team's understanding about engaging text discussions. Ask them to reflect on these questions:
 - Why is it important to provide opportunities for adolescents to discuss text?
 - What are some key features of effective, extended discussions?
 - What should teachers consider when selecting a text for a discussion?
 - What are some of the roadblocks to implementing this practice? What are some ways to address these roadblocks in your classroom?
 - What kinds of tools, materials, or training would you need to incorporate more text discussion into your classroom?
2. Discuss as a group: What can teachers do to create a classroom environment that supports classroom discussion?

Option: Teachers may discuss the question in small groups and draw a visual diagram of a classroom environment that supports discussion.

Whole group or small group discussion topics may include the following:

- Posing authentic and provocative questions for discussion
 - Establishing classroom norms for discussions
 - Creating a safe space for practicing speaking and listening
 - Modeling and practicing discussion roles
 - Providing prompts for participation (e.g., sentence starters)
 - Providing tools to organize discussions (e.g., graphic organizers)
 - Discussion aids posted on classroom walls
 - Physical set-up of classroom
3. Fishbowl exercise:

To the trainer: Bring in a short text and provocative discussion question for a fishbowl exercise. A group of 5 or 6 teachers is seated in a circle in the middle of the room, surrounded by observers. The group in the center is asked to read the text and respond to the question. The observing group takes notes.

Option: You may take this as an opportunity to try out an activity structure like reciprocal teaching or literature circles, or simply have a free-form discussion.

Lead a discussion after the fishbowl activity about what was observed. The questions below can serve as prompts for observers' note-taking during the discussion or for the debrief after the discussion:

- What did you notice about body language and non-verbal behavior?
- What did you notice about how people expressed an opinion?
- What did you notice about the language or manner with which people agreed or disagreed?
- (If using roles) What did you notice about how each person carried out their role?
- How effective were the text selection and discussion question?
- What skills or strategies did you notice the teachers using that your students haven't mastered yet?

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

Acknowledging Students for Good Behaviors

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

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

Types of acknowledgement:

Immediate/Frequent:

Intermediate (weekly?) – homework example

Large scale, school spirit oriented (school picnic?)



Snapshot: Continuum of Strategies to Encourage Appropriate Behavior Benchmarks of Quality 25-32

Practice: Behavior Specific Praise Statements (BSPS) Ratio 4:1

Research:

The research supports the use of behavior specific praise statements to:

- teach new behaviors and support maintenance of acquired behaviors (Mesa, Lewis-Palmer, & Reinke, 2005)
- to increase on-task behavior (Fullerton, Conroy, & Correa, 2009)
- to decrease problem behavior (Hawkins, & Heflin, 2010; Lampi, Fenty, & Beaunae, 2005; Lane, Kalberg, Bruhn, Mahoney, & Driscoll, 2008; Mesa, Lewis-Palmer, & Reinke, 2005; Stormont, Covington Smith, & Lewis, 2007; Sutherland, Wehby, & Copeland, 2000)
- provide increased opportunities for building positive relationships with students
- provide support to students with the most challenging behavior, needing targeted and/or intensive supports, through more frequent behavior specific praise statements delivered contingently for appropriate behavior coupled with less frequent reprimands for inappropriate behavior. Students with the most challenging behavior typically do not receive access to even the average rates of praise that students without challenging behavior receive (Lewis, Hudson, Richter, & Johnson, 2004)

What is it?

A behavior specific praise statement is verbal/written feedback that is *descriptive, specific*, and delivered *contingent* upon student demonstration of expected behavior (Gable, Hester, Rock, & Hughes, 2009; Hawkins & Heflin, 2010)

Effective Praise

- "Excellent job listening and following directions the first time."
- "Your eyes are on me and your mouth is quiet. Thank you for being ready to learn."
- "Way to go! You asked for help and followed the steps to complete your math work before the end of class!"
- "Thank you for being on time this morning, that's very responsible."

Less Effective

- "Good job!"
- "Excellent!"
- "Well done!"

(Gable, Hester, Rock, & Hughes, 2009)

<p>Practice</p> <ul style="list-style-type: none"> □ Develop classroom rules aligned with school-wide expectations □ Post and teach classroom rules □ Use 2-3 words from the defined classroom rules to formulate BSPS. □ Deliver BSPS immediately after students demonstrate expected behavior. □ Use prompts to remind you to use BSPS (e.g. notes to self, tally marks, paper clips from one pocket to another, write BSPS on sticky notes to distribute during instruction. (Conroy & Correa, 2009; Sprick, Knight, Reinke, McKale, 2006) □ Note: Praise alone may not be powerful enough to change the behavior of some students and more concrete or tangible reinforcers may need to be paired with praise. □ Note: Deliver in close proximity in a way acceptable to the student (Gable, Hester, Rock, & Hughes, 2009) 	<p>Observation and Feedback</p> <p><u>Instructions:</u> Conduct a 10-20 minute observation to calculate the frequency and ratio of positive feedback statements (BSPS) to negative feedback statements. Complete a frequency count to record the number of times within the 10-20 minutes that the identified strategy is observed. This can be used as a self-assessment (e.g., recording), a tool for a peer observation, walkthrough, etc. Consider graphing progress.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"><i>Date:</i></td> <td style="width: 35%;"></td> <td style="width: 35%;"></td> </tr> <tr> <td><i>Strategy: Positive Feedback Ratio 4:1</i></td> <td style="text-align: center;"><i>Frequency</i></td> <td style="text-align: center;"><i>Comments</i></td> </tr> <tr> <td><i>Specific, positive feedback (BSPS)</i></td> <td></td> <td></td> </tr> <tr> <td><i>Negative feedback</i></td> <td></td> <td></td> </tr> </table> <p>Ratio of specific, positive feedback to negative feedback Positive : Negative Ratio =</p> <p>Measureable Goal:</p>	<i>Date:</i>			<i>Strategy: Positive Feedback Ratio 4:1</i>	<i>Frequency</i>	<i>Comments</i>	<i>Specific, positive feedback (BSPS)</i>			<i>Negative feedback</i>		
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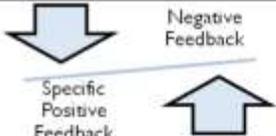
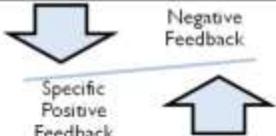
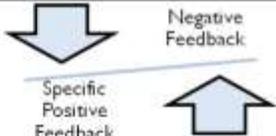
From Susan Barrett, PBIS TA Center

Increasing use of Feedback with Behavior Specific Praise Statements



COOL TOOL: *Feedback with Behavior Specific Praise Statements*

Think of a student behavior you would like to increase in your classroom. Record one behavior specific praise statement you could use. _____

Make a prediction: <i>What do you think is your current ratio of specific positive feedback to negative feedback/reprimands?</i>	Collect Data: <i>What is your current ratio of specific positive feedback to negative feedback/reprimands?</i>	Goal: <i>What goal will you set for yourself?</i>
		

What steps will you take to reach your goal (refer to Cool Tool for ideas)?

- _____
- _____
- _____

From Susan Barrett, PBIS TA Center

Reinforcement Planning Matrix

TYPE	WHAT IT IS	WHEN WILL IT HAPPEN	WHERE CAN/WILL IT HAPPEN	WHO WILL BE IMPLEMENTING	NOTES
<p style="text-align: center;">High Frequency "GOTCHAS"</p>					
<p>Unpredictable/Intermittent "BOOSTERS"</p>					
<p>Attention Grabbing "Celebrations"</p>					

Based on the work of Steve Romano

Link to Sample Acknowledgment Matrix:

[http://hankbohanon.net/userfiles/High School PBS/Presentations/Acknowledgement/Sample%20school-wide%20reinforcement%20plan%20PD%200BJ4%20.doc](http://hankbohanon.net/userfiles/High%20School%20PBS/Presentations/Acknowledgement/Sample%20school-wide%20reinforcement%20plan%20PD%200BJ4%20.doc)

Professional Development on Redirection

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

Contact Hank Bohanon @ <http://www.hankbohanon.net>

Components of Effective Classrooms

Below, as a team, describe some “High Five” for your team based on what you are doing well. Identify at least one specific action step to address an area of need for improvement in a least one area.

Maximized Structure

Post, teach, model reinforce expectations

Active engagement

Variety of ways to acknowledge

Continuum of ways to respond

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

Year at a Glance for PBS (General – specifics may change)

See <http://hankbohanon.net> for Word Doc

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

Contact Hank Bohanon @ <http://www.hankbohanon.net>

Review Team Implementation Checklist Set dates for summer planning/training Final planning meeting Team meets bi-monthly – review data

SWE Rotational Sessions- Staff Development 45 Minutes Each

I. Rationale: Who will do overview -

- a. Why SWE -
 - i. Read through the rationale, make it a point to emphasize the EVERYONE when feeling comfortable, valued and welcome
 - ii. Review the CIWP goal
 - iii. SWE is not a closed door committee, it is an always accepting, open team
 - iv. Get back instructional time, fewer power struggles, adds to more comfortable and productive classroom environment
 - v. Data: SET (what you are doing), TIC (team's perception), SAS (teacher perception) Highlights from office discipline referrals, Goal 50% reductions in the number of classrooms and teachers with 10 or more referrals, general reduction in classroom ODRs: Slides: Total ODRs, Triangle, By Class, By Month, By Locations, By Who is involved, By Major and by Minor, By Time of Day, By Teacher response, By Admin, and Suspensions.

II. Communication -

- a. Walk through the teacher handbook
- b. Overview of committees and their major tasks for the year (year at a glance) based on our priorities from the Effective Behavior Support Survey (EBS)

III. Data -

- a. Show one page from the EBS from the school wide - (pull graph)
- b. Working together to create one clear set of policies
 - i. What did we do on the area of communication from the action plan in the following areas. We want you to help with as much as possible:
 1. Hallway behaviors – transition plans TBA
 2. Overview of rotational meeting for students (short overview)
 3. Consequences for major behaviors or repeat problems (in school problem solving is coming): a. check in and check out as needed, office vs class, procedural flow chart, ODR form (how and when to use - see example and why),
 4. redirection strategies (one pager -in handbook)
http://hankbohanon.net/userfiles/High_School_PBS/Presentations/policy_redirection/Handout%20on%20Redirection7-13-07%20Shorter.doc

5. Good example of how to stay out of a power struggle video - see about 6 minutes in - maybe use maybe not
<http://vimeo.com/groups/pbisvideos/videos/14818677>
- c. Create an **open** line of communication between all staff (survey is coming - welcome to share with team at any point)

IV. **Teaching -**

- a. Role play teaching example and give example - show clip of teacher teaching expectation (short) .
- b. Great example of teaching expectations - maybe use - maybe not - about 2 Minutes into video <http://vimeo.com/groups/pbisvideos/videos/14818677>
- c. Discuss lesson plans for first two weeks
- d. Boosters and on-going teaching – focus on (PUT THE MONTHS IN HERE FOR RE-Teaching AND BOOSTERS BASED ON MONTHLY GRAPH)

V. **Incentives and Acknowledgements -**

- a. The intent of this team is to encourage and recognize desired positive behaviors
- b. How to acknowledge (see one pager - in handbook)
http://hankbohanon.net/userfiles/High_School_PBS/Presentations/Acknowledging%20One%20Pager.doc
- c. Staff will be encouraged to establish their own “best” methods of recognizing and acknowledging their students that best fit their own classroom management and organizational styles and needs.
- d. High frequency **School Store System**- stickers and school store - how this works **(See TMMS Acknowledgement Grid)**
- e. **Small Group Awards - Checking for appropriate language, Honor roll, Disrespect Checks, and Acknowledging Teacher (See TMMS Acknowledgement Grid)**
- f. **School Wide Awards:** If the students have over 95% attendance in December they will be rewarded with a school dance on December 21st., 2. If we see a 10% drop in Office Discipline Referrals from February to March we will have a Dance on March 28th. If we see a 10% drop in ODRs from May to June we will have a dance June 14th. **(See TMMS Acknowledgement Grid)**
- g. We are hopeful that we as a school will become more mindful of all of the little (and big) things that are done on a daily basis to help maintain a positive work environment.