

The Power of Connection: Engaging Students in Your Classrooms

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*We must be
patient*



Thank you!

- New Hampshire Department of Education
- Institute on Disabilities, University of New Hampshire
- New Hampshire's Center for Effective Behavior Interventions and Support
- Southeastern Regional Education Service Center
- Strafford Learning Center
- You!

Thank you!

- "Systematic Analysis and Model Development for High School Positive Behavior Support" Institute for Education Science, U.S. Department of Education, Submitted with the University of Oregon. Awarded 2007. (Q215S07001)
- "Character Education: Application of Positive Behavior Supports" to U.S. Department of Education, Safe and Drug Free Schools. Awarded 2007. (R324A070157)

Powerpoints

Enduring Understanding:

- Be able to identify the components of an engaging environment that are strengthened by PBIS
- Be able to install procedures to create an effective environment for everyone.

Essential Questions

- What are some of the key principles?
- What are there stages of implementation?
- What are the components of an effective environment?
- How do these components connect with an effective instructional model?

Key Principles

When did you get in trouble when you knew better?

Key Principles



Schoolwide



Schoolwide



Incidental Benefit



Punishment



Reinforcement



Reinforcement

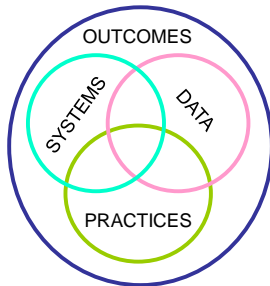


Shaping

4 PBS Elements

Supporting Social Competence & Academic Achievement

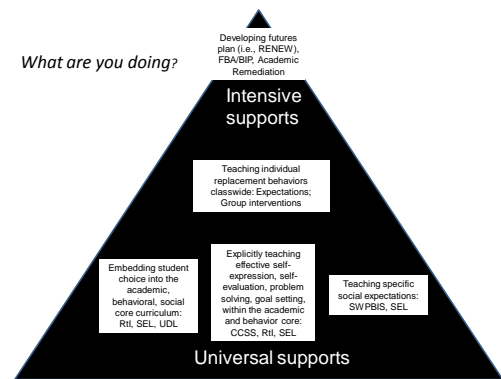
Supporting Staff Behavior



Supporting Decision Making

Supporting Student Behavior

What are you doing?



Adapted from: Bhanan, H., Castillo, J., & Alton, M. (In Submission). Embedding self-determination and futures planning within a schoolwide framework.

Poll # 1

Taking Your Time to Explore and Install Your Systems



- When you are buying a car, what is your first step?

Steps



Consider Needs



Research



Sample



Sign Up

<http://www.kotter.com>

What do we know about implementation

- Successful systems change (Kotter, 1995)
 - Created sense of urgency
 - Core group of leaders
 - Long-term vision for change
- Implementation occurs in stages (Fixsen, et al., 2005)
 - Exploration
 - Installation
 - Initial Implementation

Urgency Leads to Change



- Stephen King
- *Shining* and *Carrie*
- *Maine Passes Law*
- That was about me..
- Reasonable dissatisfaction

<http://theadvocate.com/story/2012/09/20/news-boston-Stephen-King-and-maine-law/>

Here's Hank...

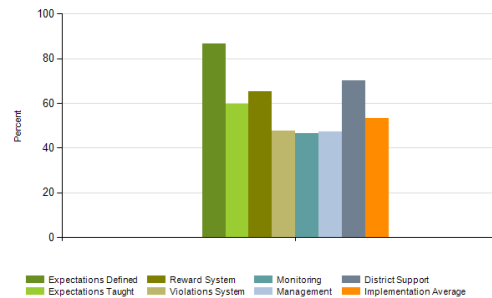
- *All presenting and no play makes Hank a dull boy. All presenting and no play makes Hank a dull boy. All presenting and no play makes Hank a dull boy. All presenting and no play makes Hank a dull boy. All presenting and no play makes Hank a dull boy. All presenting and no play makes Hank a dull boy. All presenting and no play makes Hank a dull boy. All presenting and no play makes Hank a dull boy. All presenting and no play makes Hank a dull boy....*

Exploration Examples From 4 High Schools

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

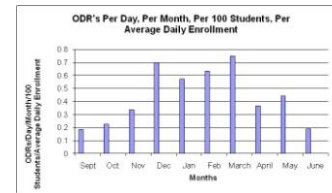
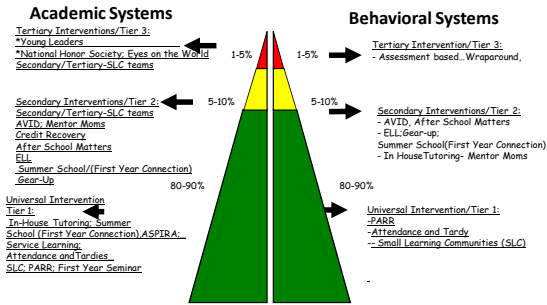
See example of questions

SAS School-wide System Subscale School



PBS Self-Assessment Survey – www.pbis.org

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



What are our priority months for support?

**Build Case with Data:
Create Urgency (Kotter, 1995)**

- Writing a referral is not a bad thing, it is necessary!
 - We hope you have fewer reasons
 - Instructional time given to referrals (20 Minutes per referral)
- 77,400 Minutes = 1,290 Instructional Hours**

Staff Google Document

Plus 10 Challenge ☆

	C	E	G	H	I
1	FIRST NAME	Gender	First Initial/ Last name	First Initial/ Last name	First Initial/ Last name
19	KYLE	M	rreeder		
20	BRIANNA	F	mwright	lbales	mgross
21	LAUREN	F	CDWYER	kschumann	
22	ANDREW	M	JLehn	mgeist	astopp
23	STEVEN	M	Instormeier	reeder	DShah

Keri Applebee, Associate Principal, Lincoln Southwest High School, NE

Results of student survey

Hill	All of them really care for my education & are always there for extra help for class
Hill	All pushed me to do my best and connected with me on a personal level. Cared about my future.
Jacobson, Nil	They always made an effort to ask about sports and home life went. I also just really enjoyed their classes.
Knop	They are nice, allow me to talk to them, and help me enjoy learning
Payant	They're able to communicate with students aside from teaching, form relationships, make learning simpler
Reeder, Ryan	Because they're fun & they believe in me
Vernon	We can have conversations and we get along!
Wrinht	They make the effort to talk about things

Keri Applebee, Associate Principal, Lincoln Southwest High School, NE

Working together: See handout for steps, where are you?



Creating engaging learning environments

- See non-example from high school (Duncanville H.S.)
- See model in handout
 - What’s the problem?
 - What can be done?

Think about your favorite teacher

Components of Effective Classrooms

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

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

Big Three

Teach expectations – early, often, examples – non examples



Acknowledge/praise: make deposits, be specific



Redirect: Private, eye contact, proximity, humor



Instructional/Emotional Support

Failure rates from 17% to 11%

Rate of responding

Laughing with students

Out of desk greeting

Ask about events

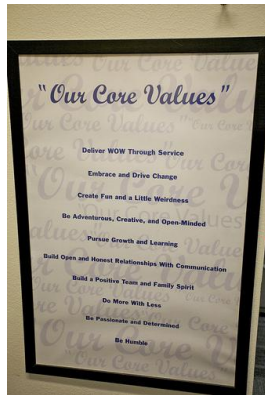
Ask "why"?

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

Yah, but once they get a job..nobody does this..



Teaching
Expectations:
Any Zappos
Fans in the Room?



Acknowledgment quiz..

- Who made this statement?

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.

Redirection, Starbucks Style

What do people like about Starbucks?
Is it just the coffee?



Problem=

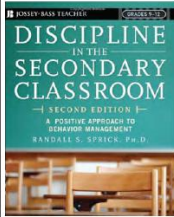
- Listen
- Acknowledge the problem
- Take action
- Thank the customer
- Encourage their return

Practice

- See the example provided
- Narrator, two students, and teacher
- Describe one or two ways you could use PBIS strategies to help this teacher?



Critical Source Book



Sprick, R. S. (2006). *Discipline in the secondary classroom* (2nd ed.). San Francisco, CA: Jossey-Bass.

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Mark Shinn (<http://markshinn.org>)

The Syllabus

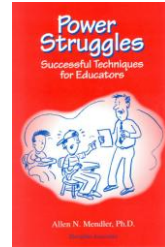
- Goals
- Contact information
- **Success Traits**
- **Rules/expectations**
- Activities
- Grades/Status
- Procedures
- Entering
- Tardy/Absence
- Materials
- Assignments (returns)
- Due dates
- Late, missing work
- Communication
- Ending class
- Consequences
- **Model projects**
- **Checklists**

Sprick (2006)/Shinn <http://markshinn.org>

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

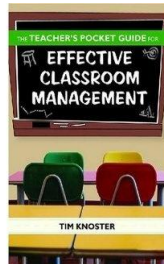
Strategies

- Mendler, A. (1997) *Power struggles: Successful tips for teachers*. Bloomington, IN: Solution Tree.



Classroom Management

- Knoster, T. (2008). *The Teacher's pocket guide effective classroom management*, Baltimore, MD: Paul H Brookes



Other Supports

- Defusing Disruptive Behavior in the Classroom
 - Geoff Colvin http://www.lookiris.com/store/K-12_Professional_Development/Defusing_Disruptive_Behavior_in_the_Classroom/
- Classroom management training
 - <http://pbmissouri.org/class.html>
- The FAST Method
 - http://www.lookiris.com/store/K-12_Professional_Development/The_FAST_Method_ONLINE/

Other Supports

- IRIS Online Modules
 - <http://iris.peabody.vanderbilt.edu/resources.html>
- Rti Action Network Article Behavior and Academics
 - <http://www.rtinetwork.org/Learn/Behavior/ar/integrating-Behavior-and-Academic-Supports-Within-an-Rti-Framework-General-Overview>
- National Center on PBIS
 - <http://www.pbis.org>
- Association of Positive Behavior Support
 - <http://www.apbs.org>
- CASEL – SEL Center
 - <http://casel.org/>
- Brawley, S. (accessed March 22, 2011). *PBS in the classroom*. M.Ed. Heart of Missouri RPDC. http://www.cesa7.org/pbis/Classroom_Management.asp
- McNeely, C. A., J. M. Nonnemaker, J.M., & Blum, R. W. (2002). Promoting School Connectedness: Evidence from the National Longitudinal Study of Adolescent Health. *The Journal of School Health* 72(4): 138-146.
- Morrissey, K. L., Bohanon, H., & Fenning, P. (2010). Positive behavior support: Teaching and acknowledging behaviors in an urban high schools. *Teaching Exceptional Children*, 42(5), 26-35.
- National High School Center, National Center on Response to Intervention, and Center on Instruction. (2010). *Tiered interventions in high schools: Using preliminary "lessons learned" to guide ongoing discussion*. Washington, DC: American Institutes for Research.
- Newcomer, L. (2009). Universal positive behavior support for the classroom. *PBIS Newsletter*, 4(4). Retrieved September 24, 2009 from http://www.pbis.org/pbis_newsletter/volume_4/issue4.aspx
- Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based Practices in Classroom Management: Considerations for Research to Practice. *Education & Treatment of Children*, 31(3).
- Story from middle school high school <http://www.wickedlocal.com/ashland/topstories/x1777802903/IN-THE-CLASSROOM-Rewarding-positive-behaviors#axzz1HLe0R2nk>

More Resources

- Bohanon, H. & Wu, M. (In Press). Developing buy-in for positive behavior support in secondary settings. *Preventing School Failure*. http://ecommons.luc.edu/education_facpubs/17/
- Bohanon, H., Castillo, J., & Alton, M. (In Press). Embedding self-determination and futures planning within a schoolwide framework. *Intervention in School and Clinic*. http://ecommons.luc.edu/education_facpubs/16/
- Bohanon, H., Fenning, P., Hicks, K., Weber, S., Their, K., Atkins, B., Morrissey, K., Briggs, A., Bartucci, G., Hooper, L., Irvin, L., & McArdle, L. (2012). Case example of the implementation of schoolwide positive behavior support in a high school setting. *Preventing School Failure*, 56(2), 92-103. http://ecommons.luc.edu/education_facpubs/7/
- de Baca, M. R. C., Rinaldi, C., Billig, S., & Kinnison, B. M. (1991). Santo Domingo School: A rural schoolwide project success. *Educational Evaluation and Policy Analysis*, 13(4), 363-368. doi:10.3102/01623737013004363
- Dunlap, G., Foster-Johnson, L., Clarke, S. Kern, L., & Childs, K. (1995). Modifying activities to produce functional outcomes: Effects on problem behaviors of students with disabilities. *Journal of the Association of Persons with Severe Handicaps*, 20, (4), p. 248-258.
- Flannery, B. K., Guest, E., & Horner, R. (2010). SWPBS: Schoolwide positive behavior supports. *Principal Leadership*, 11(1), 38-43. doi: 2123461661
- Johnson-Gros, K. N., Lyons, E. A., & Griffin, J. R. (2008). Active supervision: An intervention to reduce high school tardiness. *Education & Treatment of Children*, 31(1), 39-53.