

## Preparing your classroom for success: Addressing school-wide behavior supports at the classroom level

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### Thank you!

- APEX
- Institute on Disability, University of New Hampshire
- NH Center for Effective Behavioral Interventions and Supports

### 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)

### Powerpoint

To increase participants awareness of strategies for **preventing** and **addressing problem behavior** in the classroom...

By addressing both **why** and **how to teach** and support expected behavior, and how to set up **consistent policies** for increased success

### Yes We Can

Going well

- Consistent policies
- Teams exist
- Using data
- Good behavior from many
- Staff support PBIS
- Classroom management training



## Yes We Can

### Needs

- Transitioning
- Syllabus connection
- Cell phones
- 4/1
- Redirection
- Low level behaviors
- Teaching expectations
- Tardies
- Buy-in from staff
- Consistent enforcement
- Active supervision/instruction
- Other

## Powerpoints

- Overview
- Why people behave
- Why teaching and acknowledging
- Why policy and redirection
- Wrap-up

We All  
Need  
Support



*How do you create a more effective learning environment?*

Tell me about your favorite class and teacher

## Components of Effective Classrooms

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

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

## Explanations of Behavior

*When did you get in trouble for something that did not seem fair?*

## Principles

- School-wide
- Behavior = Purposive & Communicates
- Reinforcement = Add or take away something, behavior goes up
- Punishment = You do something behavior does not occur again

## Punishment

- Alone, it has some major side effects
  - Increases escape/avoidance
  - Encourages “sneaky” behaviors
  - Generates desire for revenge
  - Makes behavior harder to change
  - Does not teach
  - You can’t find a big enough hammer
  - It works both ways
  - It makes us filter (e.g., He’s always mean to me!)

## Principles

- Setting events = before behavior
- Discipline = to teach
- Shaping = baby steps

## Teaching and Acknowledging

*Have you ever received a parking ticket? Why?*

## Consistency



## Embedding PBS Makes Sense

- High School PBS in Sports

## Expectations

- What are the major expectations for your setting?
  - 3-5
  - General
  - Positively stated?
  - Can you use an acronym?
  - Posted?
  - Can you connect with mascot?
  - Develop matrix of specifics



CHUCK HANSEN, Principal  
AMY PALMER, Teacher  
SULPHUR HIGH SCHOOL, LA



Where are you in this process? Take a few minutes to come up with ideas.

## Sample Classroom Matrix

	Small Group Activity	Independent Seat Work	Transitions
Respectful	<ul style="list-style-type: none"> <li>• Listen to others</li> <li>• Accept each other's answers and opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Raise hand before talking</li> <li>• Work quietly</li> </ul>	<ul style="list-style-type: none"> <li>• Hands to self</li> <li>• Move quietly</li> <li>• Keep space between you and others in line</li> </ul>
Responsible	<ul style="list-style-type: none"> <li>• Follow directions</li> <li>• Stay on task</li> <li>• Stay with your group</li> <li>• Use time wisely</li> </ul>	<ul style="list-style-type: none"> <li>• Stay on task</li> <li>• Manage time wisely</li> <li>• Remain in seat unless you have permission to be up</li> </ul>	<ul style="list-style-type: none"> <li>• Put materials away</li> <li>• Get required materials ready</li> <li>• Follow directions</li> </ul>
Cooperative	<ul style="list-style-type: none"> <li>• Do your share of the work</li> <li>• Everyone participates</li> </ul>	<ul style="list-style-type: none"> <li>• Wait quietly if the teacher is assisting a classmate</li> </ul>	<ul style="list-style-type: none"> <li>• Leave the area clean and orderly</li> <li>• Help your neighbor</li> </ul>

Figure 2. Classroom routines matrix

Newcomer (2009)

Which of these behaviors would you like to address? See handout

## Teaching Expectations

### Key Elements

- Rationale
- Negative examples
- Positive examples
- Practice/Feedback
- Evaluate

### Examples

- Staff orientation meetings
- Handbooks
- Lesson plans
- Syllabus
- Posters
- Booster sessions
- Pre-correct/remind

See handout!! Possible Example Teaching Story 1 or Log



Brawley (accessed 2011)

## “Cool Tool”



Skill Name
<p><b>Getting Help</b> (How to ask for assistance for difficulty tasks)</p>
<p><b>Teaching Examples</b></p> <ol style="list-style-type: none"> <li>1. When you're working on a math problem that you can't figure out, <i>raise your hand and wait until the teacher can help you.</i></li> <li>2. You and a friend are working together on a science experiment but you are missing a piece of lab equipment, <i>ask the teacher for the missing equipment.</i></li> <li>3. You are reading a story but you don't know the meaning of most of the words, <i>ask the teacher to read and explain the word.</i></li> </ol>
<p><b>Student Activity</b></p> <ol style="list-style-type: none"> <li>1. Ask 2-3 students to give an <u>example of a situation</u> in which they needed help to complete a task, activity, or direction.</li> <li>2. Ask students to <u>indicate or show</u> how they could <i>get help</i>.</li> <li>3. <u>Encourage</u> and support appropriate discussion/responses. Minimize attention for inappropriate responses.</li> </ol>
<p><b>After the Lesson</b> (During the Day)</p> <ol style="list-style-type: none"> <li>1. Just before giving students difficult or new task, direction, or activity, ask them to tell you how they could <i>get help</i> if they have difficulty (<u>precorrection</u>).</li> <li>2. When you see students having difficulty with a task (e.g., off task, complaining), ask them to indicate that they <i>need help</i> (<u>reminder</u>).</li> <li>3. Whenever a student <i>gets help</i> the correct way, provide <u>specific praise</u> to the student.</li> </ol>

## Sample Scenarios

- See sample scenarios– how might these work for you?
  - [http://hankbohanon.net/userfiles/High\\_School\\_PBS/Presentations/Teaching/December%20Great%20Expectations1.0809.pdf](http://hankbohanon.net/userfiles/High_School_PBS/Presentations/Teaching/December%20Great%20Expectations1.0809.pdf)
- What goes in to your syllabus?

## 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

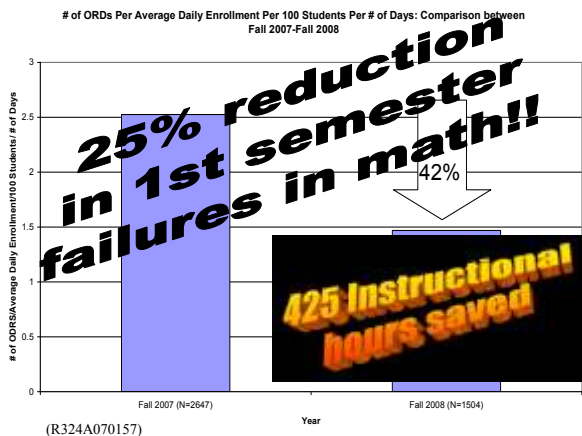
Sprick (2006)Shinn <http://markshinn.org>

## See Examples

- See Syllabus
- What examples do you see of teaching expectations?
- See Sprick, R. (2006)

## Other Examples

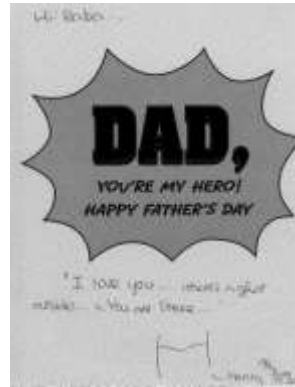
- Green Team video – kick off
- Tour of school – Fruita Monument



Acknowledgement

## Video

- See examples of why this is important
  - See my website for one page document
  - Why important – learning languages
  - Why video
  - Random
  - If time 8/1 and/or functional outcome (debate)
    - Read from teaching stories – Story 4



Be specific when you praise

## Delayed Outcomes



## Birthday Cards and Pencils



## Student Rewards Program



Tonya Rydes, Assistant Principal  
Selena Gomez, Graduation Coach / Teacher  
Oberlin High School, LA

- 1 – Pencil
- 5 – Candy Bar
- 10 – Jeans Day
- 15 – Dress-Down Day
- 20 – Ball Game Ticket
- 25 – Pizza Slice
- 50 – Tiger Pride T-Shirt

## Ron our Liaison



Jody Mimmack, PhD Fruita Monument High School, CO

## A Night in Paradise...

Tonya Rydes, Assistant Principal  
Selena Gomes, Graduation Coach / Teacher  
Oberlin High School, LA



## SPRING FLING



CHUCK HANSEN, Principal  
AMY PALMER, Teacher  
SULPHUR HIGH SCHOOL, LA

### Question

- How are you acknowledging your students?
- How have you been acknowledged by colleagues or peers?
- Review sample matrix – how might this be useful to your planning?

### Redirection

JcPenny's does this very well

### T-Chart for Managing Classroom Behaviors

- Put everyone on same page
- Differentiate minors and majors
- Available for staff and students (handbooks, posted)
- What behaviors push your buttons?

Teacher vs. Dean vs. Attendance Managed Behaviors	
<p><b>Teacher Managed Behaviors</b></p> <p>Attendance In-class:</p> <ul style="list-style-type: none"> <li>• Excuses requests on SHIP 40/50</li> </ul> <p> tardy to class:</p> <ul style="list-style-type: none"> <li>• Excuses requests on SHIP 40/50</li> </ul> <p>Behaviors to be logged by teacher:</p> <ul style="list-style-type: none"> <li>• Excessive talking</li> <li>• Inattention/Disruption</li> <li>• Off task</li> <li>• Flouting Rules</li> <li>• Disruptive</li> <li>• Headphones</li> <li>• Cell phones</li> <li>• Missing assignments</li> <li>• Not prepared for class</li> <li>• Inappropriate language</li> <li>• Hostility</li> <li>• Dress code</li> <li>• Cheating/Plagiarism</li> </ul> <p><b>Note:</b> All behaviors listed above become office managed behaviors after repeated incidents and after teacher has used all available in-classroom strategies. The frequency of strategies used will be reported to the Dean. All incidents become reported to the Dean's Office.</p>	<p><b>Dean &amp; Attendance Office Managed Behaviors</b></p> <p><b>Note:</b> All behaviors listed above become office managed behaviors after repeated incidents and after teacher has used all available in-classroom strategies. The frequency of strategies used will be reported to the Dean. All incidents become reported to the Dean's Office.</p> <p><b>Attendance Office:</b></p> <ul style="list-style-type: none"> <li>• Tardiness</li> <li>• Excuses requests on SHIP 40/50</li> <li>• Off task</li> <li>• Cell phones</li> </ul> <p><b>Dean's Office:</b></p> <ul style="list-style-type: none"> <li>• Excessive talking</li> <li>• Inattention/Disruption</li> <li>• Off task</li> <li>• Flouting Rules</li> <li>• Disruptive</li> <li>• Headphones</li> <li>• Cell phones</li> <li>• Missing assignments</li> <li>• Not prepared for class</li> <li>• Inappropriate language</li> <li>• Hostility</li> <li>• Dress code</li> <li>• Cheating/Plagiarism</li> </ul>

## Videos

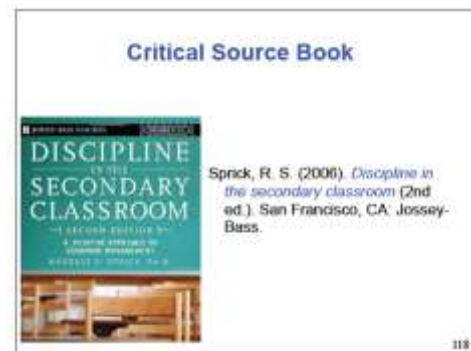
- Michael Kennedy
- <http://www.pbisvideos.com>
  - See What does PBIS Look Like? – Opening, Redirection examples 6.12 mins
- McDonalds and my family

Let's wrap up.



## Where are you?

- Complete
  - Classroom management self-assessment
  - [http://www.pbis.org/pbis\\_resource\\_detail\\_page.aspx?Type=4&PBIS\\_ResourceID=164](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=164)



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

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

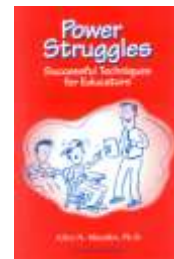
## Classroom Management

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



## Strategies

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





Thank you!

## 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://pbissmissouri.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
  - <http://www.rtinetwork.org/Learn/Behavior/ar/Integrating-Behavior-and-Academic-Supports-Within-an-Rtl-Framework-General-Overview>
- National Center on PBIS
  - <http://www.pbis.org>
- Association of Positive Behavior Support
  - <http://www.apbs.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](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](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 Practice1. *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>