

Time for a mental break..

Part 2: Preparing your classroom for success: Creating a supportive learning environment

Dr. Hank Bohanon
Loyola University of Chicago
<http://www.hankbohanon.net>
hbohano@luc.edu



Good idea gone bad...



Now That...



Welcome

- Introduction – Principles of Support
 - Teaching expectations
 - Acknowledging behaviors
 - Formalizing policies and redirecting
- Wrap up

Powerpoint

- *Developing specific skills in **teaching, acknowledging, and redirecting student behavior.***

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)

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

School Connectedness: Social and Emotional Learning

What are some of the important factors for later high school success for students?



Factors

- Graduation
 - Passing Freshmen English, Algebra 1
- School Connectedness – lack of leads to
 - use substances
 - engage in violence
 - initiate sexual activity at an early age

National High School Center, National Center on Response to Intervention, and Center on Instruction (2010)

McNeely, Nonnemaker, & Blum (2002)

School Connectedness

- **Positive classroom management climates**
- Participation in extracurricular activities
- **Higher grades**
- **Attending class**
- **Tolerant discipline policies**
- **Self-Discipline (autonomy, goal setting)**
- Small school sizes (weak connection)

McNeely, Nonnemaker, & Blum (2002)

Where are you?

- Complete
 - Classroom management self-assessment
 - http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=164

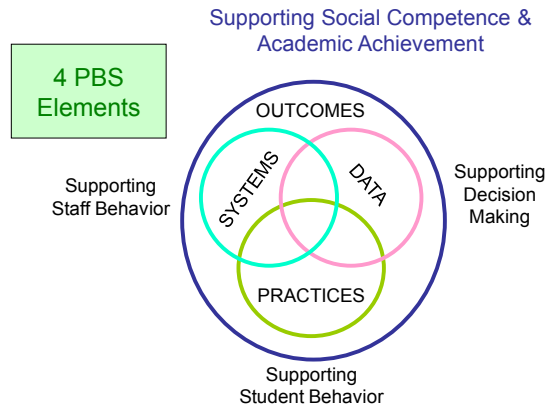
Behavior Principles

When did you get in trouble for something when you knew better?

Have a Coke!

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Can't Do (Skill Deficit) <ul style="list-style-type: none"> – Escape – Avoid • Responses <ul style="list-style-type: none"> – Teach skill – Priming – Intersperse – Teach escape | <ul style="list-style-type: none"> • Won't Do (Acquisition) <ul style="list-style-type: none"> – Attention – Access to object – Stimulation • Responses <ul style="list-style-type: none"> – Prompt – 2-10 – Personal greeting – Choice/preference |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
- See CAST: <http://www.cast.org/> and SIM <http://www.kucrl.org/sim/>

Organization and Strategies of Positive Behavior Supports (PBS)



How do you teach what is expected in your home/school?

- We are always teaching!

Teaching Expectations



Example of Teaching

- <http://vimeo.com/14818677>
- 2 minutes..What does PBS look like...

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 - Blank! Possible Example Teaching Story 1 or Journal

Check for Alignment to 12 Core Domains of CAS			
12 Core Domains of CAS	12 Core Domains of CAS	12 Core Domains of CAS	12 Core Domains of CAS
1. Self-Management	2. Organization	3. Responsibility	4. Communication
5. Interpersonal Skills	6. Problem Solving	7. Decision Making	8. Self-Advocacy
9. Leadership	10. Collaboration	11. Community Involvement	12. Career Development
13. Self-Management	14. Organization	15. Responsibility	16. Communication
17. Interpersonal Skills	18. Problem Solving	19. Decision Making	20. Self-Advocacy
21. Leadership	22. Collaboration	23. Community Involvement	24. Career Development
25. Self-Management	26. Organization	27. Responsibility	28. Communication
29. Interpersonal Skills	30. Problem Solving	31. Decision Making	32. Self-Advocacy
33. Leadership	34. Collaboration	35. Community Involvement	36. Career Development

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>

Quality High Test Mathematics

Remember a question:
 It will only appear in other problems by changing the numbers or the operation used.
 It will not contain fractions, radicals, exponents, logarithms, or trigonometric functions.
 Work on practice problems for each major topic regarding to those of all four.
 Alternative things, like to make the problem or your own that will be the same of the number or last digit if you are having trouble.
 Also, be the order of the numbers that will be right after you are working on each problem to see if you can find the answer.
 Read the question carefully and don't forget to answer all parts of the question.
 Show all your work. Answers that are not correct is considered with a right to go back.
 Check your work and other people's work with it.
 Look for common mistakes. Make sure the answer is in the right place or that you read the directions correctly. Also, make sure that you spent the maximum amount of time on each question.
 Spend time reviewing if you have ability time. Review answers with your teacher or peers in class.

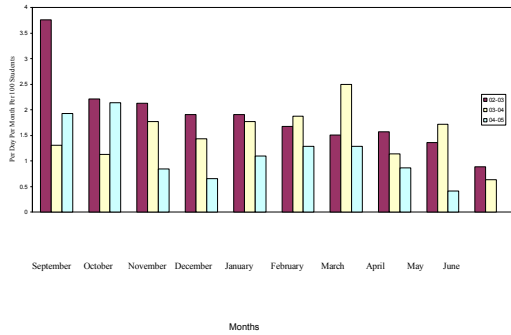


Posters

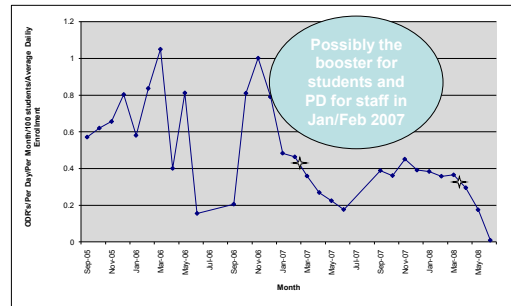
CHUCK HANSEN, Principal
 AMY PALMER, Teacher
 SULPHUR HIGH SCHOOL, LA



Office Referrals Per Day Per Month Per 100 Students Per Average Daily Enrollment



Change Point Analysis: 2005-2008



Lesson Plan

- Read – pre-teaching examples
- Practice – pre-teaching – see handout
- Examples of teaching to address hand raising - add

Acknowledgement

Earned this bag on SW...



Video

- See examples of why this is important
 - See my website for one page document and example of acknowledgement
 - Why important
 - Ideas
 - **Tell why**
 - **Random**
 - If time 8/1 and/or functional outcome (debate)

Types of Acknowledgement

- High frequency
- Intermediate
- Large Scale
- Prepare your staff
 - One page handout
 - See Acknowledgement example handout

High Frequency

Buzzy Buck



Teacher Rewards Program



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

- 2 – Soft Drink
- 3 – Candy Bar
- 5 – Preferred Parking
- 8 – Free Lunch
- 10 – No Bus Duty
- 15 – No Morning or Lunch Duty
- 20 – Extra Planning Period

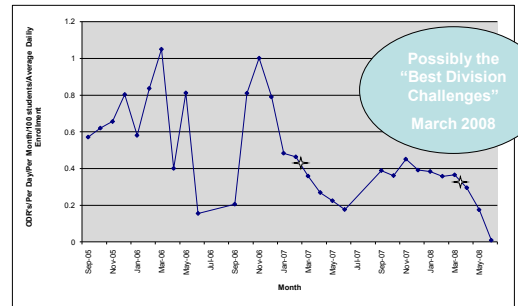
System of Recognition

- "Tickets" given to students engaging in positive and appropriate behaviors
- Kids can turn in for items, save for big ticket items...all are put in a big bin for quarterly drawings
- Concessions at games, parking spots, VIP seating

Jody Mimmack, PhD Fruita Monument High School, CO



Change Point Analysis: 2005-2008



Intermediate

CONGRATULATIONS!!!

- DIVISIONS:**
 Freshman div. 132 Mr. W
 Sophomore div. 040 Mr. J & Ms. M
 Junior div. 903 P
 Senior div. 816 Mr. W

YOU WERE ONE OF THE TOP DIVISIONS OF YOUR CLASS WITH THE LEAST NUMBER OF LOANER SHIRTS CHECKED OUT FOR THE MONTHS OF November and December!

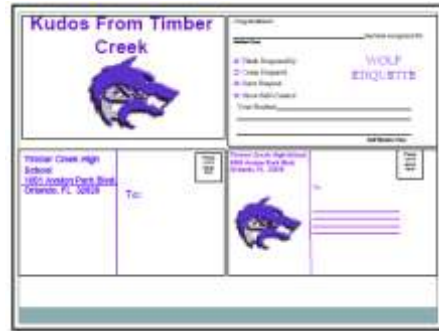
Be Appropriate and be in uniform: was our school wide goal for November and December!

Thank you for your dedication to making this a PARR-FECT and APPROPRIATE school!

We will be having a large Pizza party for you this Thursday January 17th at 11:00am!

In the social room following finals students **MUST** have their ID's on to gain entrance to the party!

Gold and Silver ID Cards



Timber Creek High School, FL, JOHN WRIGHT, PRINCIPAL

A Night in Paradise...



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

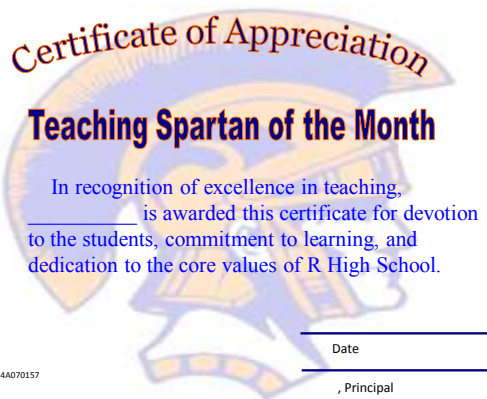
Large Scale



Teacher earns vacation



Timber Creek High School, FL, JOHN WRIGHT, PRINCIPAL



R324A070157

See Acknowledgement Plan

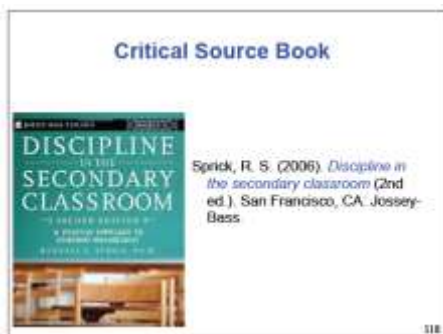
- What are you doing currently?
- What are some possibilities for
 - High Frequency
 - Intermediate
 - Large Scale
- See examples and complete the reinforcement matrix – TMMS – if desired
- See practice praise activity handout

Freebies

- http://www.kipbs.org/new_kipbs/familyInfo/freebies/

Formalizing Policies and Redirecting

Consistency Example - McClatchy

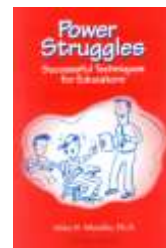


Sprick, R. S. (2006). *Discipline in the secondary classroom* (2nd ed.). San Francisco, CA: Jossey-Bass.

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

Strategies

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



IL Public School

Teacher-Managed

- Excessive talking
- Tardy: Inform Parents
- Off Task
- Drinks/Food/Headphones (as posted)
- Missing Homework
- Not Prepared for Class
- Inappropriate Language
- Dishonesty
- PDA
- Hallway Disruption
- Passing Notes
- Cheating/Plagiarism

Office-Managed

- Attendance & Tardy
- Insubordination
- Fighting
- Vandalism
- Verbal/Physical Intimidation
- Weapons
- Gang Representation
- Cutting Class/School/Teacher Detention
- Theft
- Drug Violations
- Directed Profanity
- Arson
- Harassment (including sexual)
- Controlled Substances
- Threats
- Security Threat/Breach
- Repeated/Severe Offenses
- Dress Code Violations
- Hallway Disruption – Non Compliance

Redirecting

- Equip teachers to handle minors
 - See teacher journal examples..
- Hallway issues
- Saving face
 - See one pager
 - Practice?
 - Phone
 - Kissing
 - Dress code

Where are you?

- Complete
 - Classroom management self-assessment
 - http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=164

Pulling it all together

- See Classroom Continuum of Responses
- How would you respond?

Final Thoughts

- Ask before you tell
- Do not train what you cannot support
- Remember your humanity
 - Make things work together

You can have a solid classroom foundation..



Share with the group

- Great article on professional development
 - <http://www.kucrl.org/partnership/>
- High Schools and PBS
 - http://www.pbis.org/school/high_school_pbs.aspx
- Hallway/Tardy Intervention
 - http://www.safeandcivilschools.com/products/program_previews.php
- PBIS Assessment
 - <https://www.pbisassessment.org/>
- SWIS
 - <http://www.swis.org>
- Literacy in the content areas
 - <http://clc.kucrl.org/>

Share with the group

- High Schools and PBS
 - http://www.pbis.org/school/high_school_pbs.aspx
- Maryland PBIS Website
 - <http://www.pbismaryland.org/>
- CSEIT Website
 - <http://www.luc.edu/cseit>
- Scaling up
 - <http://www.fpg.unc.edu/~sisepl/>
- PBS Evaluation
 - <http://www.pbseval.org>
- Hank Bohanon
 - www.hankbohanon.net

Share with the group

- Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi)
 - <http://www.cenmi.org/miblsi/Home.aspx>
- Achievement in Dropout Prevention and Excellence
 - <http://www.iod.unh.edu/apex.html>
- Rti Action Network Article
 - <http://www.rtinetwork.org/Learn/Behavior/ar/Integrating-Behavior-and-Academic-Supports-Within-an-Rtl-Framework-General-Overview>