

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

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We All
Need
Support



Hang in there!



Powerpoints

Enduring Understanding: Be able to identify the components of engaging environments that prevent and address problem behavior for students

Essential Questions

- What are the components of an effective school environment?
- How do these components connect with an effective instructional model across settings?

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)

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!

Effective School Environments

Career Builder

Reflection

- See Handout “Supportive Environments Quiz”
- Take the quiz

School Connectedness: Social and Emotional Learning

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



Factors

- Graduation
 - Passing Year 9 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)

Ferris Bueller – the non-example video?

Classroom and Non-Classroom Supports

Tell me about your favorite class and teacher

Components of Effective Classroom Settings

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

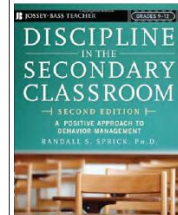
(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)

What makes for Effective Non-Classroom Settings?

See Self-Assessment in Handout

What do you include in your course syllabi?

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)

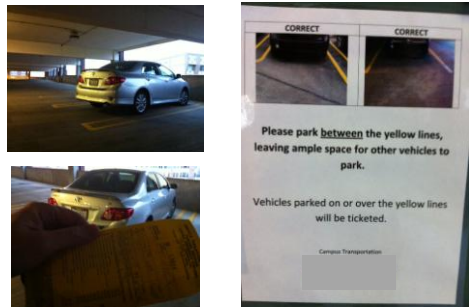
Planning

- See example
- What connections can you make for your staff?

Teaching Expectations

High School Football?

Learning through punishment



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 lesson- Blank!! Possible Example Teaching Story 1 or Pre-Teaching Student example from football

Fruita Monument Example

Alignment

- Common Core (National)
 - Key areas
 - College Readiness
 - Math
 - Language arts/English
 - <http://www.australiancurriculum.edu.au/>
 - <http://www.corestandards.org/about-the-standards>
- Social and Emotional Standards (SEL)
 - Self-awareness and self-management skills
 - Social-awareness and interpersonal skills
 - Decision-making skills and responsible behaviors
 - <http://education.oid.gov.au/student-services/protection/SEL/>
 - http://www.isbe.net/ils/Appendix_emotional_standards.htm

See examples from core?

	Classroom	Cafeteria	Hallway	Restroom	Office	Auditorium	Bus	Emergency Situations	Technology	
Be Respectful	1. Listen attentively to speakers. 2. Participate actively in lessons. 3. Work cooperatively in groups. 4. Follow directions of the teacher. 5. Listen to the instructions and carefully. (S.K. 1, 4, 5)	1. Listen to the "lines" and "backlines". 2. Participate actively in lessons. 3. Wash your hands before you leave. 4. Observe table and seat arrangements. 5. Listen to the instructions and carefully. (S.K. 1, 4, 5)	1. Wash your hands before eating. 2. Leave your area clean. 3. Complete your work before leaving. 4. Use your trash can properly. 5. Use good hygiene. 6. Follow directions of staff.	1. Wash your hands with soap. 2. Use paper towels. 3. Flush the toilet. 4. Enter quietly and use the restroom. 5. Wash your hands. 6. Return to the counter. (S.K. 1, 4, 5)	1. Enter quietly and use the restroom. 2. Use appropriate language. 3. Return to the counter. (S.K. 1, 4, 5)	1. Enter quietly and use the restroom. 2. Use appropriate language. 3. Return to the counter. (S.K. 1, 4, 5)	1. Board the bus promptly and safely. 2. Use appropriate language. 3. Use your seat belt. 4. Follow the directions of the driver. 5. Listen to others. 6. Respect the driver. (S.K. 1, 4, 5)	1. Listen to the instructions and carefully. 2. Follow the directions of the teacher. 3. Use appropriate language. 4. Listen to the instructions and carefully. (S.K. 1, 4, 5)	1. Listen to the instructions and carefully. 2. Follow the directions of the teacher. 3. Use appropriate language. 4. Listen to the instructions and carefully. (S.K. 1, 4, 5)	
Be Responsible	1. Come prepared to learn with materials, supplies and homework. 2. Complete your work before leaving. 3. Use good hygiene. 4. Use good hygiene. 5. Use good hygiene. 6. Use good hygiene.	1. Wash your hands before eating. 2. Leave your area clean. 3. Complete your work before leaving. 4. Use your trash can properly. 5. Use good hygiene. 6. Follow directions of staff.	1. Wash your hands before eating. 2. Leave your area clean. 3. Complete your work before leaving. 4. Use your trash can properly. 5. Use good hygiene. 6. Follow directions of staff.	1. Wash your hands with soap. 2. Use paper towels. 3. Flush the toilet. 4. Enter quietly and use the restroom. 5. Wash your hands. 6. Return to the counter. (S.K. 1, 4, 5)	1. Enter quietly and use the restroom. 2. Use appropriate language. 3. Return to the counter. (S.K. 1, 4, 5)	1. Enter quietly and use the restroom. 2. Use appropriate language. 3. Return to the counter. (S.K. 1, 4, 5)	1. Board the bus promptly and safely. 2. Use appropriate language. 3. Use your seat belt. 4. Follow the directions of the driver. 5. Listen to others. 6. Respect the driver. (S.K. 1, 4, 5)	1. Listen to the instructions and carefully. 2. Follow the directions of the teacher. 3. Use appropriate language. 4. Listen to the instructions and carefully. (S.K. 1, 4, 5)	1. Listen to the instructions and carefully. 2. Follow the directions of the teacher. 3. Use appropriate language. 4. Listen to the instructions and carefully. (S.K. 1, 4, 5)	
Be Kind	1. Use polite words. 2. Help clean up the classroom. 3. Show respect to others. 4. Respect the space and respect the space of others. (S.K. 1, 4)	1. Use polite words. 2. Help clean up the classroom. 3. Show respect to others. 4. Respect the space and respect the space of others. (S.K. 1, 4)	1. Use polite words. 2. Help clean up the classroom. 3. Show respect to others. 4. Respect the space and respect the space of others. (S.K. 1, 4)	1. Use polite words. 2. Help clean up the classroom. 3. Show respect to others. 4. Respect the space and respect the space of others. (S.K. 1, 4)	1. Use polite words. 2. Help clean up the classroom. 3. Show respect to others. 4. Respect the space and respect the space of others. (S.K. 1, 4)	1. Use polite words. 2. Help clean up the classroom. 3. Show respect to others. 4. Respect the space and respect the space of others. (S.K. 1, 4)	1. Use polite words. 2. Help clean up the classroom. 3. Show respect to others. 4. Respect the space and respect the space of others. (S.K. 1, 4)	1. Use polite words. 2. Help clean up the classroom. 3. Show respect to others. 4. Respect the space and respect the space of others. (S.K. 1, 4)	1. Use polite words. 2. Help clean up the classroom. 3. Show respect to others. 4. Respect the space and respect the space of others. (S.K. 1, 4)	1. Use polite words. 2. Help clean up the classroom. 3. Show respect to others. 4. Respect the space and respect the space of others. (S.K. 1, 4)

Aligned with Speaking and Listening Literacy National US Standards

PCS Matrix Aligned with Common Core Standards - See <http://www.hankbohannon.net>

Sample Classroom Matrix

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

Figure 2. Classroom routines matrix

Newcomer (2009)

Which of these behaviors would you like to address?

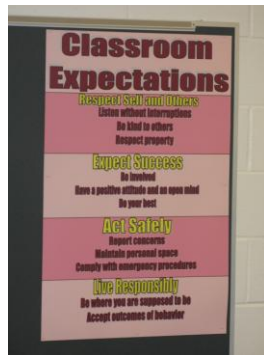


T.R.I.B.E	CLASSROOM
TRUST	<ul style="list-style-type: none"> We trust you will: Do your own work. Put your electronics away. Go where you are asked to go.
RESPECT	<ul style="list-style-type: none"> Respect others: Personal space Beliefs Property
INTEGRITY	<ul style="list-style-type: none"> Own your mistakes and learn from them Do the right thing even when no one is watching
BELIEF	<ul style="list-style-type: none"> Properly set goals and expect to achieve those goals Support others: believe everyone can succeed Recognize that staff wants to help you reach your goals
EXCELLENCE	<ul style="list-style-type: none"> Execute a game plan Plan Prepare Produce to the 21st degree
	JOIN THE TRIBE

Shawnee Mission Schools, KS



Shawnee Mission Schools, KS



Shawnee Mission Schools, KS

Shawnee Mission North Football Jerseys



- See Handout: Matrix for Laptops and Desktops

Locker Song to Ho, Ho, Ho..

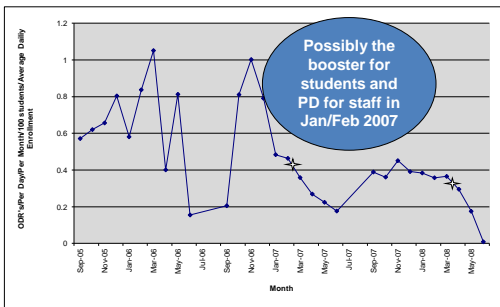


- First ones done, first ones to check out

Prepare your staff

- <http://vimeo.com/14818677> and Huntsville Cafeteria video
- See check list in handbook, what did you see?
- 2 minutes..What does PBS look like...
- *How are you teaching expectations?*

Change Point Analysis: 2005-2008



Planning

- See example lesson plans on website
- How are you going to prepare your staff to teach expectations?
- What types of behavior? What times of year to teach?

Acknowledgement

Cheerleading Video?

Earned this bag on SW...



Acknowledgement...

- As part of schoolwide approach, can lead to improved performance
 - Improved attendance (de Baca, Rinaldi, Billig, & Kinnison, 1991).
 - Reductions in discipline problems (Bohanon et al., 2012)
- Functional outcomes are important
 - Relevant curriculum
 - Social connection (Dunlap, Foster-Johnson, Clarke, Kern, & Childs, 1995).

Other Advantages of Praise



Decreases in emotional
exhaustion



Higher efficacy

Reinke, W. M., Herman, K. C., & Stormont, M. (2013).

Photo by Josh Thompson

Video

- See examples of why this is important
 - One page document “Acknowledging Students for Good Behaviors”
 - Cool tool
 - *What are you doing around acknowledgement?*
 - *Zappos example?* See short example video 0-1:36; 2:17-2:32

High Frequency

Buzzy Buck

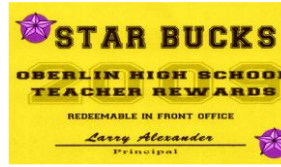


System of Recognition

- "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

Teacher Rewards Program



Tonya Rydes, Assistant Principal
Selena Gomez, 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

Positive Behavior Reward Days

1st 6 Weeks Aug. 24 Blue Jean Day Aug. 31 Flip-Flip Friday Sept. 7 Jersey Day Sept. 14 Bean Freeze Day Sept. 21 Hat Day Sept. 28 Sunglow Day Oct. 5 Homecoming JEAN DAY 3rd & 4th Hr. - Tailgate Party (Hamburgers/Chips/Soda)	4th 6 Weeks Jan. 25 NFA Day (Any NBA T-shirt or jersey) Feb. 1 Hat Day Feb. 8 Jersey Day Feb. 15 Slipper Day Feb. 22 Top Day (All BLUE and GOLD) Feb. 29 4th & 6th Reward Day 5th Hr. - Fun Activities in Gym (VH, Hala Hoop, Sumo)
2nd 6 Weeks Oct. 12 Slipper Day Oct. 19 Crazy Sock Day Oct. 26 College T-Shirt Day Nov. 2 80's Day Nov. 9 2nd 6 wks Reward Day 1st Hr. - Karaoke/Face Painting Cinnamon Rolls	5th 6 Weeks Mar. 7 Casino Day Mar. 14 Jazz Day Mar. 20 Crazy Sock Day Mar. 27 Aloha Day Apr. 4 College T-Shirt Day Apr. 11 5th 6 wks Reward Day 6th Hr. - Jump Day Inflation Slides/Races
3rd 6 Weeks Nov. 16 Jean Day Nov. 30 ANY Color T-Shirt Day Dec. 7 Casino Day Dec. 14 Christmas Decoration Day Jan. 11 Career Day Jan. 16 3rd 6 wks Reward Day JEAN DAY 2nd Hr. - Popcorn Party	6th 6 Weeks April 25 Jean Day May 2 Flip-Flip Day May 9 Retro Day (70's day) May 16 6th & 6th wks Reward Day SPRINGS FLING (Awards Day) TBA

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

DEPOT

Tuesday & Wednesday 7:10-7:40
Friday 8:45-9:15

awashirt 30.00	beanie hat 3.00	T-shirt 10.00/8-BB
Pencil 0.50/3BB	Lanyard 3.00/3BB	
#2 Pencil 0.75/4BB	Generic Click Pen 1.00/3BB	
White 2" binder 4.00/3BB	Set of 8 dividers 2.50/3BB	
Beanie baby hornet 5.00/4BB	Mini Hornet key chain 3BB	
Nike Notebook 3.00/3BB	Eraser 0.25/2BB	
sports bag 12.00/10BB	cinch bag 10.00	Sketchbook 3.00/6BB
Leather bag 12.00/10BB	Ball Black/Green 6.00/3BB	canvas backpack
Plain 2-pocket folder 1.50/3BB	Logo 2-pocket folder 3BB	Logo 2" binder 3BB

There are items that can only be purchased with either BB or Money Cash only!

DEPOT

ITEM	Redeemed with Buzzy Bucks	Dollar cost
Logo folder	2	Not redeemable with cash
Logo Eraser	10	2.00
Logo shirt	8	10.00
Logo 2" binder	3	3.00
#2 Pencil	1	0.50
Staples Pen	2	1.00
Beany Hornet	4	5.00
Mini hornet	3	Not redeemable with cash
Staples Stapler	2	2.50
Staples Stapling Pad	4	4.00
Staples Staples	10	1.00
Staples Stapler Bag	6	6.00
Staples Stapler Bag	10	10.00
Staples Stapler Bag	8	8.00
Ball Backpack (Bk & pen)	5	5.00
Leather Backpack	10	10.00
2 pens	4	0.75
Big pen	2	1.00
Eraser	2	0.50
White 2" binder	3	3.00
2 pack dividers	3	2.50
Nike notebook	2	Not redeemable with cash
Pen folders	2	1.50
Eraser	2	0.75
Sketchbook	6	1.00
Ruler	3	2.00
Staples	3	1.50
Pencil sharpener	40	50.00
Staples stapler	25	25.00
Staples folder	31	45.00

Store Hours:
7:25am - 7:45am
2:45pm - 3:00pm

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!

Intermediate

Gold and Silver ID Cards



Kudos From Timber Creek 		Congratulations! _____ has been recognized for: Think Responsibly <input type="checkbox"/> WOLF Come Prepared <input type="checkbox"/> ETIQUETTE Have Respect <input type="checkbox"/> Show Self-Control <input type="checkbox"/> Your Teacher _____
Timber Creek High School 1801 Avalon Park Blvd Orlando, FL 32828	To: _____	Timber Creek High School 1801 Avalon Park Blvd Orlando, FL 32828

Timber Creek High School, FL, JOHN WRIGHT, PRINCIPAL

Large Scale

A Night in Paradise...

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





A Night in Paradise...

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



Teacher earns vacation



Timber Creek High School, FL JOHN WRIGHT, PRINCIPAL

Certificate of Appreciation

Teaching Spartan of the Month

In recognition of excellence in teaching,
_____ is awarded this certificate for devotion
to the students, commitment to learning, and
dedication to the core values of R High School.

_____ Date

_____, Principal

R324A070157

Cool Tool: Continuum of Strategies to Encourage Appropriate Behavior (BSPS)
Effectiveness of Quality 2-20

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

Research:
The research supports the use of behavior specific praise statements to:
 • track new behaviors and support maintenance of acquired behaviors (Lovaas, Lovaas, & Reider, 2003)
 • to increase on-task behavior (Hansen, Coats, & Coats, 2009)
 • to increase compliance behavior (Lovaas, 2003; Lovaas, Lovaas, & Reider, 2003; Lovaas, Lovaas, & Reider, 2003; Lovaas, Lovaas, & Reider, 2003)
 • provide increased opportunities for building positive relationships with students.
 • provide support to students with the most challenging behaviors, including targeted and/or intensive supports, through more frequent behavior specific praise statements delivered contingently for appropriate behavior coupled with less frequent requests 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 (Lovaas, Lovaas, & Reider, 2003).

What is it?
A behavior specific praise statement is a verbal/written feedback that is descriptive, specific, and differentiates contemporary from student demonstration of expected behavior (Lovaas, Lovaas, & Reider, 2003).

Effective Praise
 • "Excellent job listening and following directions the first time."
 • "Great job!"
 • "Excellent!"
 • "Thank you for being ready to learn."
 • "You're so good!"
 • "You did it!"
 • "Thank you for being on time this morning. That's very responsible."
 (Lovaas, Lovaas, & Reider, 2003)

Less Effective
 • "Good job!"
 • "Excellent!"
 • "Well done!"

Observation and Feedback
Instructions:
 OBSERVE: 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., "monitoring a word for a post observation, with/through, the Consider graphing progress).

Notes:

Strategy: Positive Feedback Ratio 4:1	Frequency	Comments
Specific, positive feedback (BSPS)		
Negative feedback		

Ratio of specific, positive feedback to negative feedback
 Positive: "Negative Ratio" = _____

Measurable Goal:

From Susan Barrett

Increasing use of Feedback with Behavior Specific Praise Statements

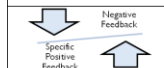
COOL TOOL: Feedback with Behavior Specific Praise Statements

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: What do you think is your current ratio of specific positive feedback to negative feedback/reprimands?

Collect Data: What is your current ratio of specific positive feedback to negative feedback/reprimands?

Goal: What goal will you set for yourself?



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

From Susan Barrett

- _____
- _____
- _____

Matrix

- See example
- How will you prepare your staff?
- Think through levels of acknowledgment for students and faculty.

Engagement and Opportunities to Respond

Non-example - Ferris

Instructional/Emotional Support

Laughing with students

Failure rates from 17% to 11%

Rate of responding

Out of desk greeting

Ask about events

Ask "why"?

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

Example

- Blues Clues?
- Schoolwide examples
<https://www.youtube.com/watch?v=y0H5XsZ1gzA>
- See example, how is this teacher preventing problem behavior through engagement?
 – See steps in handout
 – <https://www.youtube.com/watch?v=zxTuPVtayOI>

Redirection and Active Supervision

JcPenny's does this very well

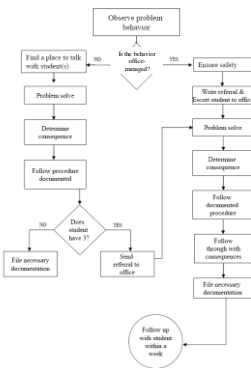
How some mom's handle the pressure video – Whitney Young

Videos



What does PBIS Look Like? – Active Supervision..openning Redirection examples 6.12 mins
<http://vimeo.com/14818672>

General Procedure for Dealing with Problem Behaviors



Teacher vs. Dean vs. Attendance Managed Behavior

Teacher Managed Behavior

Attendance to class:

- Teacher reports on IMPACT*

Tardy to class:

- Teacher reports on IMPACT*

Behaviors to be logged by teacher:

- Excessive talking
- Insubordination
- Off task
- Passing notes
- Drinks/food
- Headphones
- Cell phones
- Missing homework
- Not prepared for class
- Inappropriate language
- Dishonesty
- Dress code
- Cheating/Plagiarism

Note: 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 strategy sheet as a suggestive guide. If behavior becomes aggressive and SEVERELY DISRUPTS CLASSROOM INSTRUCTION, it becomes a matter for the dean. Teacher annotates repetitive behavior violations.

Dean & Attendance Office Managed Behavior

Note: All Behaviors below are either outside the teacher's control or are safety issues that need office attention right away.

Attendance Officer:

- Cutting class(es)
- Excessive tardiness to class/school
- School Attendance
- I.D. (safety issue)

Generally, all attendance matters are handled by the attendance office. Non-attendance behaviors are referred to the dean.

Deans Office:

- Repetitive minor offenses. (Accompanied by log)
- Fighting
- Vandalism
- Verbal/Physical Threat
- Gang Representation
- Drug Violation
- Arson
- Hallway Disruption
- Harassment (Sexual/Bullying)
- Assault
- Weapons

McClatchy Students Video, Dean?

WHAT IS ALL OF THIS TARDY BUSINESS?

Definition of ON TIME:

Student is 100% through the threshold of the classroom before the second bell rings.

INAPPROPRIATE entrance to class:



Appropriate way to enter the classroom:



See article about hallways @ <http://mankbohannon.net> on publications page

Be at post
Escort students
Brief interactions
(Johnson-Gros et al., 2008)

SWIS OFFICE REFERRAL DEFINITIONS

<i>Problem Behavior -Teacher Referral:</i>	<i>Definition</i>
Inappropriate Verbal Language	Low intensity instance of inappropriate language or verbal messages that include swearing or use of words in an inappropriate way
Physical Contact	Non-serious, but inappropriate physical contact
Defiance/Disrespect/Non-compliance	Brief or low-intensity failure to respond to adult requests, including bringing food or drink other than unflavored water into the classroom/shop/gym.
Disruption	Low-intensity, but inappropriate disruption
Tardiness	Late to any class – Students should additionally always check in at the office when they are late to school; however, consequences are handled by the teacher.
Other	Any other minor problem behaviors that do not fall within the above categories

Support Staff: Preventing and Responding

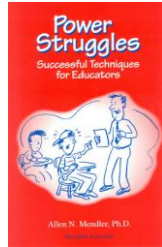
Videos

- Teach skills for prevention
 - Good classroom instruction
 - Non-classroom settings
- Teach skills for redirection
 - Classroom
 - Non-classroom settings
- See Handout "Professional Development on Redirection"

- Michael Kennedy
- <http://vimeo.com/14818677>
 - See What does PBIS Look Like? – Opening, Redirection examples 6.12 mins

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



Addressing Tardies

- Start on Time!
- Randy Sprick



http://www.pacificwpublish.com/home/pnp/page_38_14/start_on_time_safe_transitions_and_reduced_tardies.html

Where are you?

- Complete
 - Classroom management self-assessment
 - http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=164
- Free training on active supervision (limited time only)
 - https://www.irisd.com/freecourse&utm_source=IRIS-Educational+Media+Mailing+list&utm_campaign=9d72ac430-FREE+Emp.+Supervision_8_5_2014&utm_medium=email&utm_term=0_c37ab95a8b-9473ac430-2911229748-U-UGUPHWSa

Practice

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



Resources

- State Implementation & Scaling-up of Evidence-based Practices Center
 - <http://sisep.fpg.unc.edu/>
- Kotter, J. (1995). Leading change: Why transformation efforts fail. *Harvard Business Review*, 73(2), 59–67. Retrieved from <http://hbr.org/>
- http://www.hankbohanon.net/Resources_1.html

Resources

- Year-at-a-glance
 - http://www.hankbohanon.net/Resources_1.html
- Training script for booster for staff
 - http://www.hankbohanon.net/Resources_1.html

Videos

- Michael Kennedy
 - <http://vimeo.com/channels/129830>
 - Fruita Monument
 - Consistent
- Scott's Pride
 - <https://sites.google.com/a/ddouglas.k12.or.us/scotspride/>

Finding more plans

- Sample Lesson plans
 - <http://www.pbismaryland.org/>
 - <http://www.hankbohanon.net>
- More Video Example
 - <http://vimeo.com/groups/pbisvideos>

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/issued.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>

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.