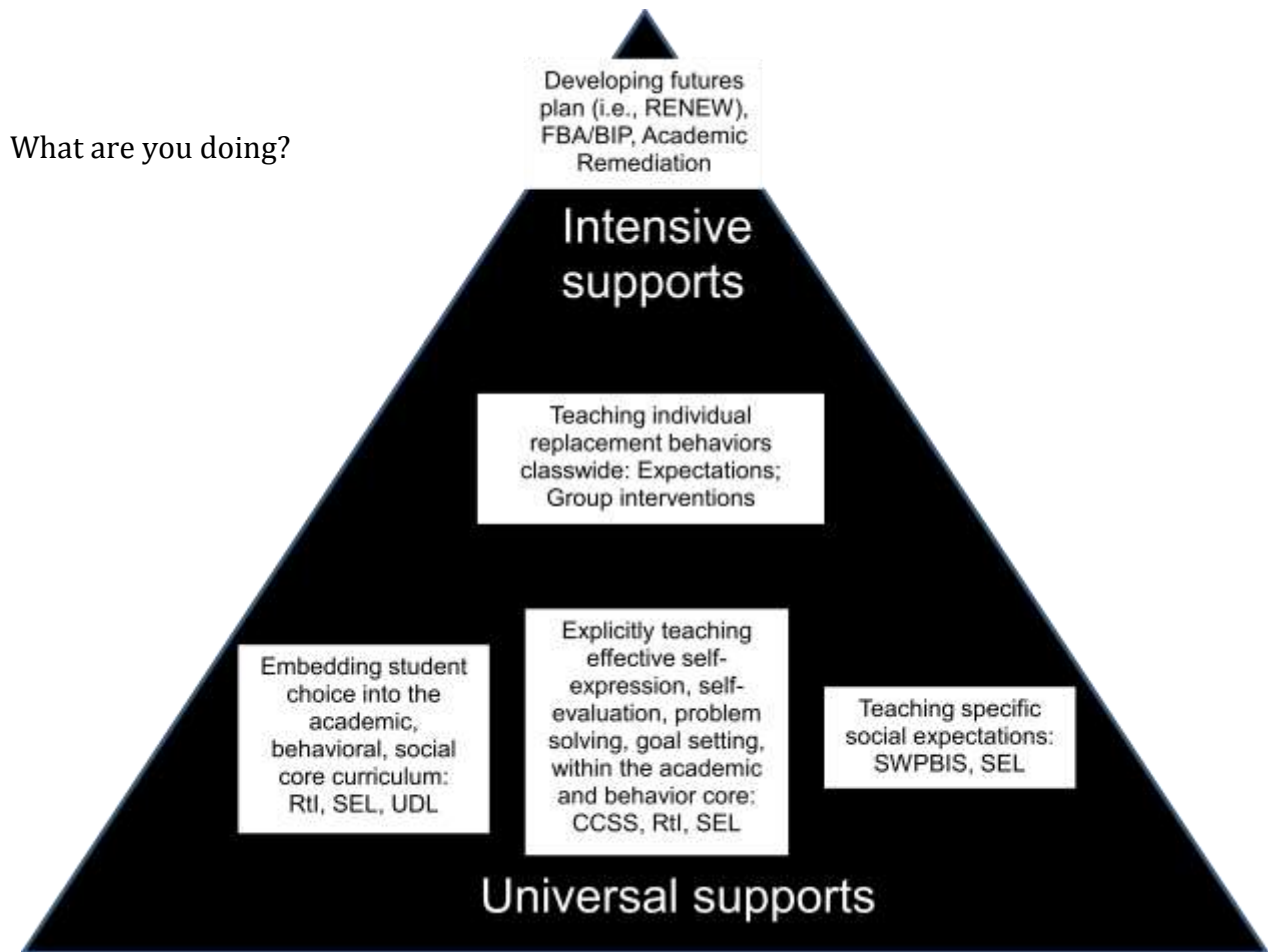


# **The Power of Connection: Engaging Students in Your Classrooms**

**August 21, 2014**

Hank Bohanon  
hbohano@luc.edu  
<http://www.hankbohanon.net>

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.



Adapted from: Bohanon, H., Castillo, J., & Afton, M. (2015). Embedding self-determination and futures planning within a schoolwide framework. *Intervention in School and Clinic*. 50 (4) [http://ecommons.luc.edu/education\\_facpubs/17/](http://ecommons.luc.edu/education_facpubs/17/)

*Note.* For example 9th and 10<sup>th</sup> grade students are expected to express themselves effectively and develop rules for collegial discussions and decision making when working with peers (CCSS.ELA-Literacy.SL.9-10.1 and CCSS.ELA-Literacy.SL.9-10.1b). Learning how to develop and evaluate a plan by gathering information (problem solving) is directly related to standards involving writing (CCSS.ELA-Literacy.WHST.9-10.5 and CCSS.ELA-Literacy.WHST.9-10.8). Skills related to self-advocacy (e.g., making your point effectively) are related to anchor standards for college readiness CCSS.ELA-Literacy.CCRA.SL.1 and CCSS.ELA-Literacy.CCRA.SL.4.). Addressing the key standards may be one effective way to encourage participation in self-determination supports. Addressing another general education initiative (i.e., executive functioning) may be another.

**Sample Interview Questions for developing buy-in (newer teams)**

What is going well in your school around behavior/discipline?	
What are some of the barriers to teaching around discipline?	
What would you like to change about your job AROUND DISCIPLINE?	
Can you say anything about who, when, where, what, and why about problem behaviors and/or desirable behaviors occur in your building?	
What have you liked/disliked about staff development in the past?	

Adapted from the work of Jim Knight by Hank Bohanon (hbohano@luc.edu) and the Louisiana PBS Project

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

Sample Interview Questions for developing buy-in (established teams)

Please answer the questions below about PBIS.

1. What do you like MOST about the implementation of PBIS?

2. What do you like LEAST about the implementation of PBIS?

3. How do you feel the implementation of PBIS could be IMPROVED?

4. How often do you hand out wristbands?

Circle ONE: Never Monthly Weekly

5. What suggestions do you have for reinforcers (rewards) for students? (Think of things that may or may not cost money).

6. What suggestions do you have for reinforcers for teachers whose names are called when a wristband is chosen?

Amy Kroll  
9-12 Special Education Teacher/Transition Specialist  
1829 Central Ave.  
Auburn, NE 68305  
(402)-274-4328  
[akroll@esu4.org](mailto:akroll@esu4.org)

### Sample Results

1. What do you like MOST about the implementation of PBIS?

Have seen an improvement in student behavior (5)  
Uniformity and consistency (7)  
Get to meet kids they don't know  
Lessons (2)  
Kids pick up after themselves  
Helps w/social skills  
Teaches positive expectations  
Wristbands (2)  
½ hour of work time for teachers  
Awareness of students doing positive things  
Discussion of difficult topics with the kids  
6-12 Building wide  
See same kids every day for set amount of time  
Positive behavior enforcement is more effective than negative  
Kid's reaction when name is drawn for wristband  
Videos  
Clear consequences, good rewards  
Working w/students that need extra help  
The review of major issues-parking, technology, hallway decorum  
No Comment (2)

2. What do you like LEAST about the implementation of PBIS?

Repetition of simple lessons (6)  
Lesson effectiveness (2)  
Lessons are too elementary (2)  
No feedback from teachers  
Read-only topics  
Wish it could extend to the classroom  
Not being visible in other areas than the hall  
Teaching partner's lack of effort and attitude toward students  
One partner does all the lessons, work, talking  
Filing out the forms, forgetting about doing them (3)  
Not having all the materials for the lessons beforehand  
Most students have nothing to do (2)  
Not everyone rewarding the same things  
Students aren't taking lessons seriously (2)  
Rewarding behavior that should be expected from students  
Clipboards  
The lessons are getting shorter  
Students are still treating the positives as jokes  
Kids thinking they need a wristband for everything  
I like everything about it!  
Teachers need to be more consistent  
No Comment (1)

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

3. How do you feel the implementation of PBIS could be IMPROVED?

Use multimedia for lesson presentation

Expand to classroom (4)

Increase rewards

More group activities

More speakers

Change lessons, too repetitive, gear toward high school (2)

Wristband stipulations need to be more clear-teachers are handing out wristbands for behaviors not on the matrix

Shorter

How we recognize the wristband winners

Everyone following the same rules (2)

More activities to reinforce lessons

ARC Time is too long

Students have lost focus of purpose 2nd semester

More relevant movies on Youtube

Have monthly meetings w/teachers

Keep educating staff about steps to take various situations

Apply consequences within one day

No comment (13)

4. How often do you hand out wristbands?

Circle ONE: Never (7)

Weekly (4)

Monthly (18)

Other (3)

Amy Kroll

9-12 Special Education Teacher/Transition Specialist

1829 Central Ave.

Auburn, NE 68305

(402)-274-4328

akroll@esu4.org

**More Self-Assessment Tools**

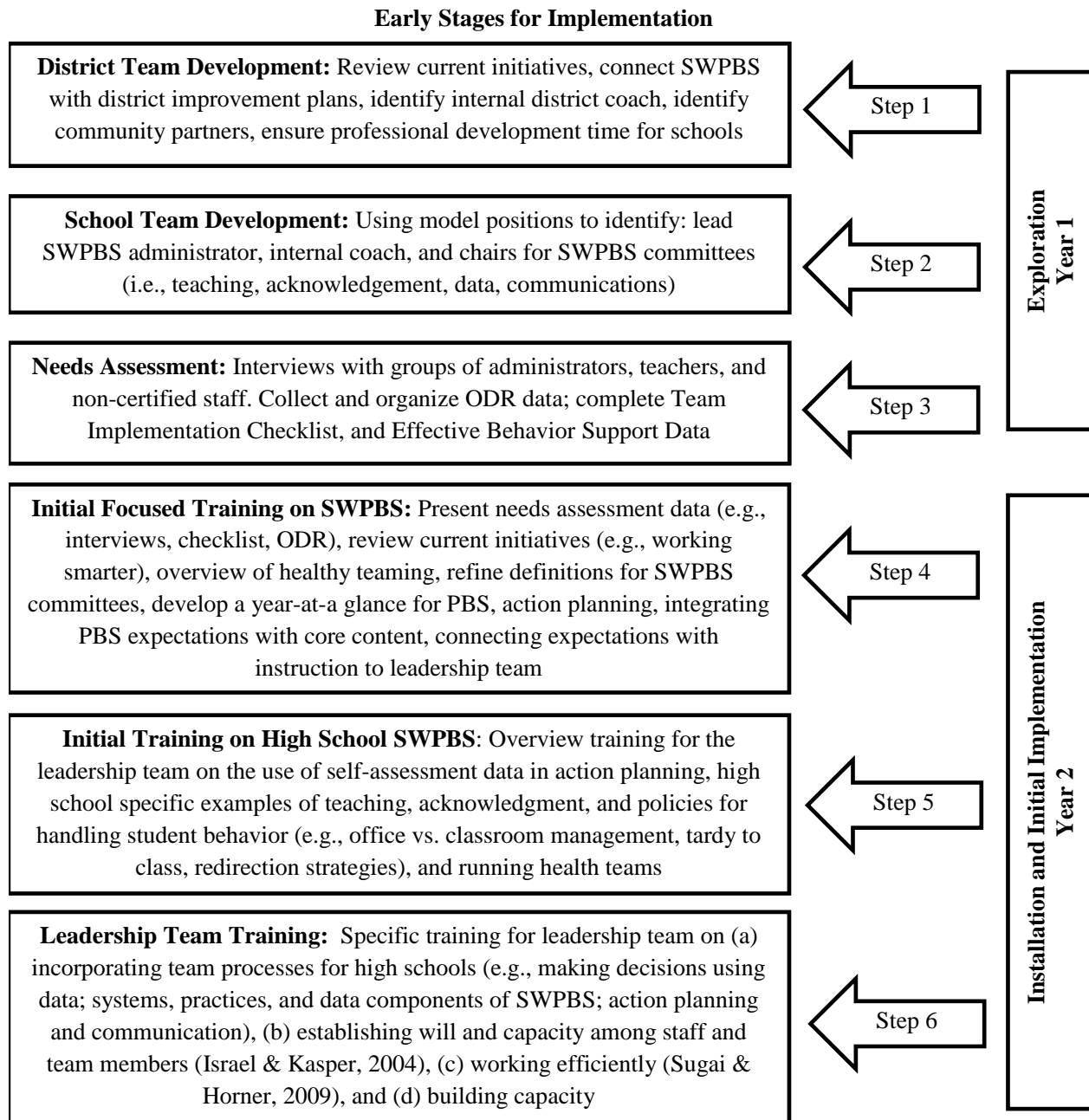
Behavior See: - <http://www.pbisapps.org> see Self Assessment Survey;

Academic See:

[http://www.floridarti.usf.edu/resources/program\\_evaluation/ta\\_manual\\_revised2012/index.html](http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html) - See Tools for Examining Consensus Development

See example:

<https://docs.google.com/spreadsheets/viewform?usp=sharing&formkey=dHFnSWtjRzdiY1k4M0w0b2kxWHMwNVE6MA#gid=0>



*Figure 1.* Stages for implementation. This figure provides descriptions of steps that can be taken to develop (or re-develop) support for implementation of SWPBS based on initial stages of implementation (SISEP, 2012). From Bohanon, H. & Wu, M. (In Press). Developing buy-in for positive behavior support in secondary settings. *Preventing School Failure*.

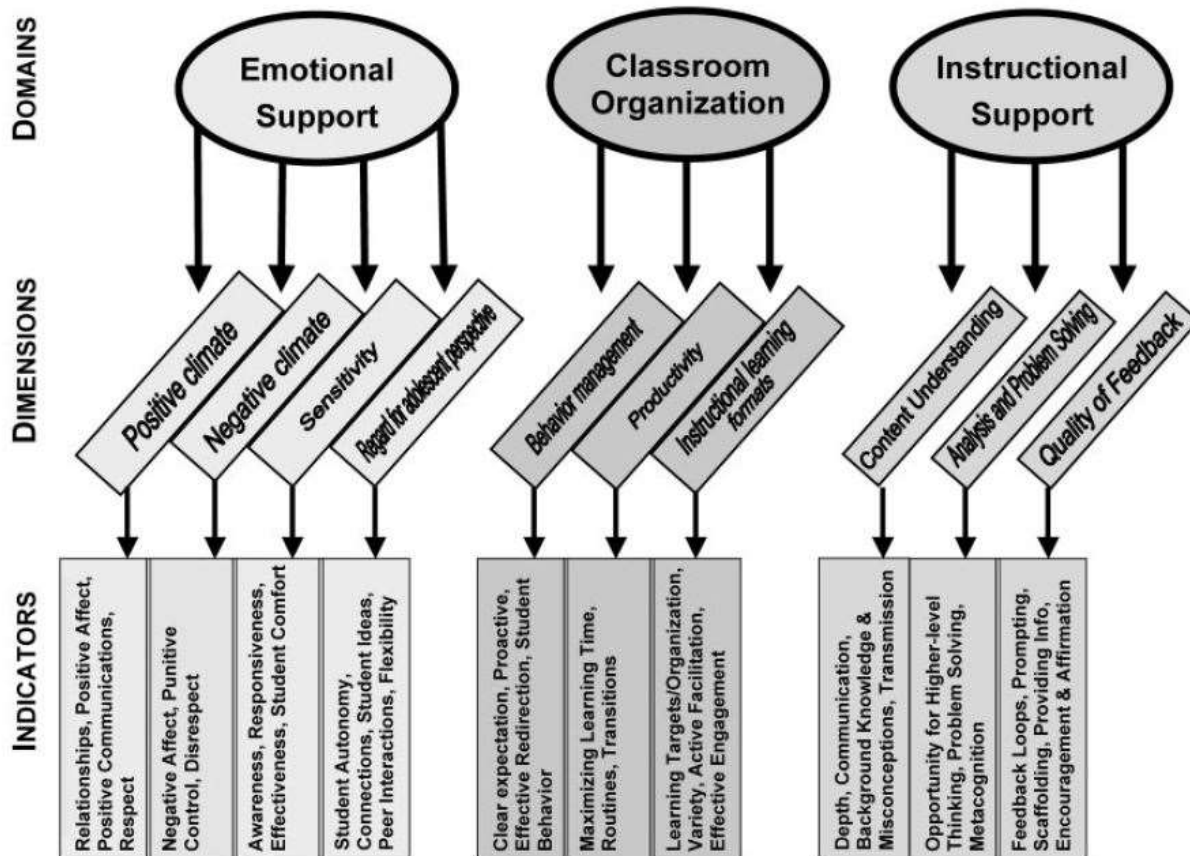


Figure 1. Classroom Learning Assessment Scoring System—Secondary framework for assessing effective teacher–student Interactions

Allen, J., Gregory, A., Mikami, A., Lun, J., Hamre, B., & Pianta, R. (2013). Observations of effective teacher–student interactions in secondary school classrooms: Predicting student achievement with the classroom assessment scoring system—secondary. *School Psychology Review, 42*(1), 76–98.



## **Classroom Continuum of Responses: Respectful Redirect/Error Correction Student Scenarios**

<http://pbissmissouri.org/class.html>

### **Example 1:**

The teacher did not eat breakfast because one of her children threw up when they were getting ready for school. She was up most of the night with the same child. Later that day the class is working on an independent assignment. They do have a classwide expectation for being responsible when working on independent work. Students are working well except for two who are talking. The teacher says very firmly, "You are supposed to be working by yourself; there shouldn't be any talking." One student mumbles under his breath, and the teacher writes his name on the board. The students then curse at the teacher. The teacher says, "what did you say?" The two students say, "we said you are an f\_\_n b\_\_ and we hate this school.. The teacher says, "that's it", and asks the students to leave. They do with a great deal of yelling.

How could the following help this situation?

1. Prevention and engagement
2. Teaching
3. Acknowledging
4. Redirecting

Adapted from <http://pbissmissouri.org/class.html> and Heather Reynolds, 2011