

Powerpoints: Enduring Understandings

We need each other to accomplish the goal of improving outcomes

We need to use data to plan for interventions

Teams should be able to identify the components of developing an effective school climate

Horizontal lines for notes corresponding to the three bullet points above.

Essential Questions

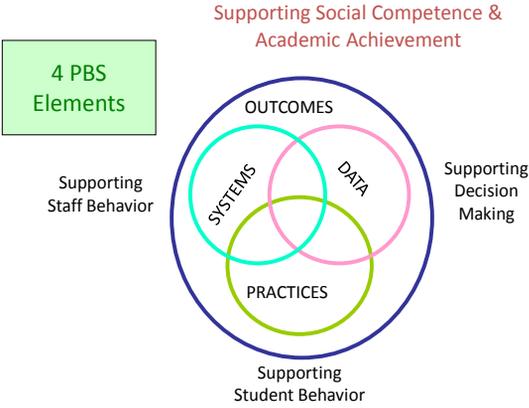
- How do you organize systems to enhance the support in your environment (e.g., human, financial, structural)?
• What are effective ways to encourage teams to work together efficiently and effectively?
• What are the components of effective school environments? How do these components connect with an effective instructional model?

Horizontal lines for notes corresponding to the three essential questions above.

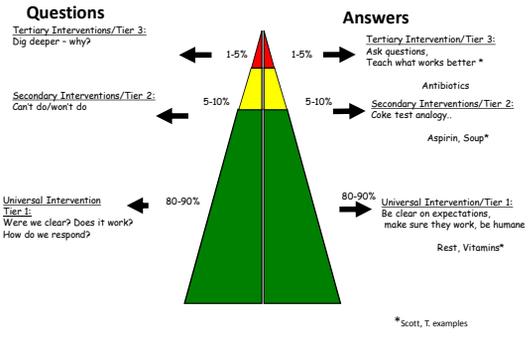
Thank you!

- Arizona Department of Education
• South West Junior High School, GESD32
• Mesa Public Schools
• Westwood High School
• Mesa High
• Red Mountain High School
• Kino Junior High
• Taylor Junior High
• Fremont Junior High

Horizontal lines for notes corresponding to the thank you list above.



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



Ask before you tell: Gathering Information

- See Handout: *Exploring Some Other Schools (academic/behavior support)*
 - What is working well?
 - Next steps?
- What connections do you make?
 - Any suggestions for addressing "Next Steps" – write on poster
 - add your school name

Buying a car



- List out the steps you took last time you bought a car...

bestig.blogspot.com

Steps



Consider Needs



Research



Sample



Sign Up

http://www.123rf.com/free-vector/illustration/123456789/

What do we know about implementation

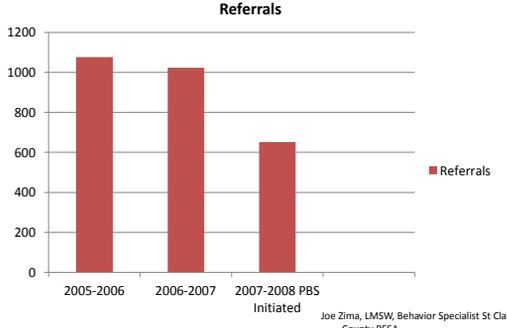
- Successful systems change (Kotter, 1995)
 - **Created sense of urgency**
 - Core group of leaders
 - Long-term vision for change
- Implementation occurs in stages (Fixsen, et al., 2005)
 - **Exploration**
 - Installation
 - Initial Implementation

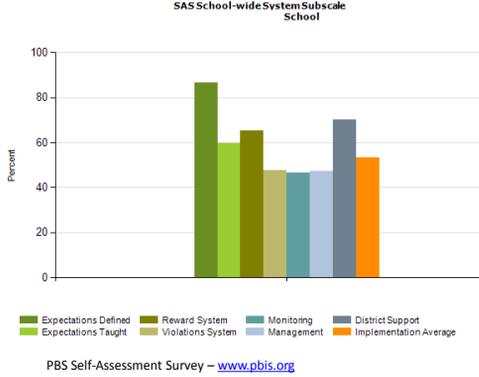
Exploration Examples From 4 High Schools

- **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: <http://www.hankbohanon.net> (Resources tab)

Show Similar Example





Question

- *Given these example, what are some ways you can “ask before you tell” to obtain, maintain, or increase buy-in from staff/schools?*

Effective teams in school settings



Duck video



Priorities

- Teaching, Acknowledging, Redirection training for teachers of first year high school students
- Orientation for first year high school students
- Circuit training for staff during opening of school
- School store opens and training provided for staff

Types of Existing Data

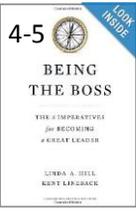
- Office Discipline Referral Data
- **GPA (8th and 9th grade)**
- Credits toward graduation
- **Attendance** (Burke, 2015; Heppen, O’Cummings, & Therriault, 2009; McIntosh, Flannery, Sugai, Braun, & Cochrane, 2008; McIntosh et al., 2009)
- Failing grades
- Statewide assessments
- Existing screening data

Effective School Environments

Reflection

- See Handout "Supportive Environments Quiz"
- Take the quiz

Answers



See short example video 0-1:36; 2:17-2:32

Classroom

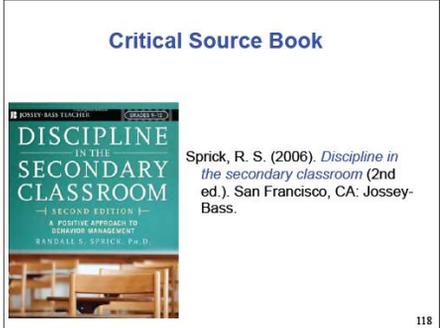
Tell me about your favorite class and teacher

Components of Effective Classroom Settings

- 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)

What do you include in your course syllabi?



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>)

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

- Arizona College and Career Readiness Standards
 - Language arts/English
 - <http://www.azed.gov/standards-practices/englishlanguageartsstandards/>
- Social and Emotional Standards (SEL)
 - Self-awareness and self-management skills
 - Social-awareness and interpersonal skills
 - Decision-making skills and responsible behaviors
 - <http://education.qld.gov.au/studentservices/protection/sel/>
 - http://www.isbe.net/ils/social_emotional/standards.htm

See examples from core?

	Classroom	Cafeteria	Hallway	Restroom	Office	Auditorium	Buses	Emergency Situations	Technology
Be Respectful	<ol style="list-style-type: none"> Listen attentively to speakers. Participate actively in lessons. Work collaboratively in groups. Follow directions of the teacher. Use appropriate and courteous language. Use appropriate eye contact. Use appropriate body language. 	<ol style="list-style-type: none"> Remember to say "please" and "thank you." Use your voice softly. Use your turn-taking skills. Use appropriate language. Use appropriate eye contact. Use appropriate body language. Use appropriate eye contact. Use appropriate body language. 	<ol style="list-style-type: none"> Walk quietly. Keep hands and feet to yourself. Use appropriate language. Use appropriate eye contact. Use appropriate body language. Use appropriate eye contact. Use appropriate body language. 	<ol style="list-style-type: none"> Flush the toilet. Use appropriate language. Use appropriate eye contact. Use appropriate body language. Use appropriate eye contact. Use appropriate body language. 	<ol style="list-style-type: none"> Enter quietly. Use appropriate language. Use appropriate eye contact. Use appropriate body language. Use appropriate eye contact. Use appropriate body language. 	<ol style="list-style-type: none"> Select a seat and remain seated. Keep hands and feet to yourself. Use appropriate language. Use appropriate eye contact. Use appropriate body language. Use appropriate eye contact. Use appropriate body language. 	<ol style="list-style-type: none"> Remain seated. Use appropriate language. Use appropriate eye contact. Use appropriate body language. Use appropriate eye contact. Use appropriate body language. 	<ol style="list-style-type: none"> Following teacher directions for the task. Handling the computer/ iPad with care. Following the directions of the staff. Managing all without designated settings. 	
Be Responsible	<ol style="list-style-type: none"> Complete assignments with care and accuracy. Complete your work in a timely manner. Use technology appropriately. Take good care of equipment, materials and resources. 	<ol style="list-style-type: none"> Wash your hands before eating. Leave your area clean after you leave. Use your time wisely. Use your food properly. Dispose of trash properly. Follow directions of all adults. 	<ol style="list-style-type: none"> Have a pass. Walk to the right. Use appropriate language. Use appropriate eye contact. Use appropriate body language. Use appropriate eye contact. Use appropriate body language. 	<ol style="list-style-type: none"> Wash your hands with soap. Use appropriate language. Use appropriate eye contact. Use appropriate body language. Use appropriate eye contact. Use appropriate body language. 	<ol style="list-style-type: none"> Have a pass. Use appropriate language. Use appropriate eye contact. Use appropriate body language. Use appropriate eye contact. Use appropriate body language. 	<ol style="list-style-type: none"> Follow school rules. Alert adults of any problems. Use appropriate language. Use appropriate eye contact. Use appropriate body language. Use appropriate eye contact. Use appropriate body language. 	<ol style="list-style-type: none"> Alert appropriate personnel. Open windows before you and the teacher if possible. Observe emergency evacuation techniques. 	<ol style="list-style-type: none"> Only visiting designated and approved websites. Observing emergency evacuation techniques. 	
Be Kind	<ol style="list-style-type: none"> Use polite words. Use your voice in a respectful manner. Show consideration to others. Remember in your name and respect the name of others. 	<ol style="list-style-type: none"> Speak the truth. Use appropriate language. Use appropriate eye contact. Use appropriate body language. Use appropriate eye contact. Use appropriate body language. 	<ol style="list-style-type: none"> Be kind to others. Use appropriate language. Use appropriate eye contact. Use appropriate body language. Use appropriate eye contact. Use appropriate body language. 	<ol style="list-style-type: none"> Be kind to others. Use appropriate language. Use appropriate eye contact. Use appropriate body language. Use appropriate eye contact. Use appropriate body language. 	<ol style="list-style-type: none"> Be kind to others. Use appropriate language. Use appropriate eye contact. Use appropriate body language. Use appropriate eye contact. Use appropriate body language. 	<ol style="list-style-type: none"> Be kind to others. Use appropriate language. Use appropriate eye contact. Use appropriate body language. Use appropriate eye contact. Use appropriate body language. 	<ol style="list-style-type: none"> Be kind to others. Use appropriate language. Use appropriate eye contact. Use appropriate body language. Use appropriate eye contact. Use appropriate body language. 	<ol style="list-style-type: none"> Report misuse of technology. Report any damage to equipment. 	

Aligned with Speaking and Listening Literacy National US Standards

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





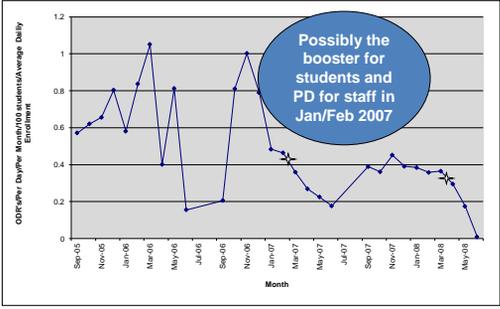
Shawnee Mission North
Football Jerseys



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?

Other Advantages of Praise



Decreases in emotional exhaustion



Higher efficacy

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

Photo by Sarah 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

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:

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



Appropriate way to enter the classroom:



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

Support Staff: Preventing and Responding

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

Videos



What does PBIS Look Like? – Active Supervision...openning Redirection examples 6.12 mins <http://vimeo.com/14818677>

Summary

- What is one thing you can do, that would make everything else more effective for your school(s) related to the school environment?

Videos

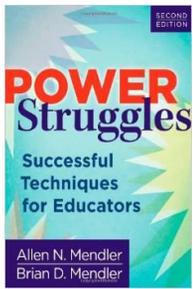
- Michael Kennedy
- <http://vimeo.com/14818677>
 - See What does PBIS Look Like? – Opening, Redirection examples 6.12 mins
- Other tools

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

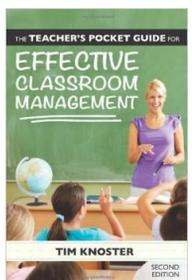
Strategies

- Mendler, A. N. & Mendler B. D. (2011) *Power struggles: Successful techniques for teachers*. Bloomington, IN: Solution Tree.



Classroom Management

- Knoster, T. (2013). *The Teacher's pocket guide effective classroom management* (2nd Ed.), Baltimore, MD: Paul H Brookes



Addressing Tardies

- Start on Time!
- Randy Sprick



http://www.pacificnwpublish.com/home/pp/page_38_14/start_on_time_safe_transitions_and_reduced_tardies.html

Data

- Using data from the school's perspective <http://buff.ly/1Fex5hb>
- Helping teachers collect data on their teaching to improve instruction buff.ly/1G0wwYY
- Toolkit for data decision making fb.me/6z6iyxCU2
- 8th and 9th grade GPA and Attendance are predict drop out. <http://fb.me/7sCfLl2QD>
- Data dashboard – webinar and examples <http://bit.ly/1FFbzEm>

Student Engagement

- Webinar on using data to improve student engagement <http://fb.me/4vHawmKtz>
- Webinar for increasing student engagement through real world projects <http://bit.ly/1K5ZpIN>
- Assessing school climate webinar <http://bit.ly/1IRJgBH>
- Online survey: student hope, engagement, belonging, and classroom management.... <http://fb.me/2bx9tbQh4>
- Teaching algebra in middle and high school <http://buff.ly/1CqNf2c>

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.inesd.com/freecourse&utm_source=IRIS-Educational+Media+Mailing+List&utm_campaign=9d73acd430-FREEdprog_SysSupv&utm_medium=email&utm_term=0_cb7ab95a8b-9d73acd430-291122974#U-U6JPlDWSq

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

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://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 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/>
- Direct behavior rating
 - <http://www.directbehaviorratings.com/cms/>

- 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#axzz1HLeOR2nk>
