Features of Effective High School SWPBS Implementation

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Thank you!

• Kansas Secondary Connections
• Transition Coalition at the University of Kansas
• Kelcey Schmitz
• Heather Thornton

Thank you!

• Jodie Copeland-Baker - Mulvane High School
• Amy Dempsey - Mulvane High School
• April Henke - Mulvane High School
• Jamie Wolfe - Indian Creek Technology Center

Thank you!


Yes We Can - Celebrate

• Expectations (Pillars) defined
• Teaching expectations
• Posting expectations
• Acknowledgement (tickets, debit cards)
• PD on interactions, language
• All staff included
• Regular team meetings
• Common folders
• On-time song
• Training on classroom management
• Tiered classes
• Identify, monitor
• Tardy tier II
• Training tiers II/III
• Review of data (TIPS)

Yes We Can – Next Steps

• Absences/tardy
• Consisting policies
• Teaching expectations
• Teaching procedures
• Consistent acknowledgement
• “Students should know”

• Large staff
• Changing start times?
• Address SEL

Critical Steps

- Active administrative involvement
- 80% of staff support
- Top 3 goal
- Team established
- Audit, self-assessment, and data
- Action plan

(Adapted from the Team Implementation Checklist v3.1
http://www.pbis.org/evaluation/evaluation_tools.aspx)

Taking Your Time to Explore
Installing Your Systems

Poll # 1

- When you are buying a car, what is your first step?

Research
Consider Needs
Sample
Sign Up

Steps

What do we know about implementation

- Successful systems change
  - Created sense of urgency
  - Core group of leaders
  - Long-term vision for change
- Implementation occurs in stages
  - Exploration
  - Installation
  - Initial Implementation

Urgency Leads to Change

- Stephen King
- Shining and Carrie
- Maine Passes Law
- That was about me..
- Reasonable dissatisfaction

Here’s Hank…

- All presenting and no play makes Hank a dull boy. All presenting and no play makes Hank a dull boy. All presenting and no play makes Hank a dull boy. All presenting and no play makes Hank a dull boy. All presenting and no play makes Hank a dull boy. All presenting and no play makes Hank a dull boy. All presenting and no play makes Hank a dull boy. All presenting and no play makes Hank a dull boy. All presenting and no play makes Hank a dull boy. All presenting and no play makes Hank a dull boy.

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

See example of questions

Designing School-Wide Systems for Student Success

A Response to Intervention Model

Academic Systems

- Credit Recovery
- AVID; Mentor Moms
- Secondary Interventions/Tier 2

Behavioral Systems

- Young Leaders
- National Honor Society; Eyes on the World
- Secondary/Tertiary-SLC teams

Universal Intervention

- PARR
- Attendance and Tardy
- Small Learning Communities (SLC)

Tertiary Intervention/Tier 3

- Assessment based…Wraparound
- Young Leaders
- National Honor Society; Eyes on the World
- Secondary/Tertiary-SLC teams

Build Case with Data:
Create Urgency (Kotter, 1995)

- Writing a referral is not a bad thing, it is necessary!
- We hope you have fewer reasons
- Instructional time given to referrals (20 Minutes per referral)

77,400 Minutes = 1,290 Instructional Hours


Taking your time: Installation – Teams and Data

Effective Meetings

- Scheduling and communication
- Creation and use of an agenda
- Meeting begins and ends on-time
- Keeping the meeting on track

• Action plan/delegating tasks
• Meeting Participation
• Dissemination of meeting notes

See Preliminary Team Meeting Rubric for more detailed information @ http://www.hankbohanon.net (see Resources page)

What Types of Data Can Help?

SET Data School 2 (year 1)

Top 3 Minor Infractions by Grade Level Per 100 Students

Top 3 Reasons for Major Referrals Per Every 100 Students
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

Combined Data Using Vlookup in Excel

http://www.act.org/explore/norms/spring8.html

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Key Elements the Approach
Connections Between Academics and Behavior

Poll # 2

• If this was your school, where would you start?

Poll # 3

• Who made this statement?

We cheer people on all the time. We celebrate everything! Although we do have some formal celebrations, a lot of them are informal, spontaneous celebrations that cost little or no money.

School Connectedness: Social and Emotional Learning

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

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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

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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)

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Think about your favorite teacher

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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

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Critical Source Book

*Discipline in the Secondary Classroom*


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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)

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 examples – http://www.hankbohanon.net (Resources page under “Teaching”)

Prepare your staff

Earned this bag on SW...

Other Advantages of Praise

Acknowledgement

Acknowledgement...

One page document “Acknowledging Students for Good Behaviors”

Acknowledging Students for Good Behaviors

- Try to use a 4 to 1 ratio of positive to corrective comments in the classroom
- Be specific: “Thank you for being respectful and handing me your ID when I asked for it”
- Recognize students immediately after a good behavior
- Be genuine: Convey sincerity with tone of voice and body language, message, and choice of behavior to acknowledge (avoid patronizing students)

http://hankbohanon.net/Resources_1.html
Engagement and Opportunities to Respond

Non-example - Ferris

Instructional/Emotional Support

Laughing with students
Failure rates from 17% to 11%
Out of desk greeting

Allen, Gregory, Mikami, Lun, Hamme, & Pinata (2013)
Ask about events
Ask "why?"

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:

Teacher vs. Dean vs. Attendance Manager Behavior

Teacher Managed Behavior

Dean vs. Attendance Manager Behavior

Teacher Managed Behavior

Dean vs. Attendance Manager Behavior

McClatchy Students Video, Dean?

See One Pager “Professional Development on Redirection”

Professional Development on Redirection

- Think of a student who is off task
  - What might they be doing that is okay?
  - If a student was in a white-shirt but did not have on an ID, what would you say to them before asking about the ID?
  - When engaging a student in the hall, what happens when you don’t use the techniques below?

- One strategy, use context, and proximity when correcting
  - Start with something positive – what are they doing right? Or to him doing that is right? Please that behavior specifically.

http://hankbohanon.net/Resources_1.html


Videos

What Does PBIS Look Like? – Redirection examples 6.12 mins
http://vimeo.com/14816677

Strategies


Classroom Management


Let’s wrap up.

Resources

• Freebies for acknowledgement (click on link)
• Rewards for adults (click on link)

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
  - http://www4.smsd.org/positivebehaviorsupports/
- More Video Example
  - http://vimeo.com/groups/pbisvideos

Other Supports

- Defusing Disruptive Behavior in the Classroom
- Classroom management training
  - http://pbismissouri.org/class.html
- The FAST Method

Other Supports

- IRIS Online Modules
  - http://iris.peabody.vanderbilt.edu/resources.html
- RtI Action Network Article Behavior and Academics
- National Center on PBIS
  - http://www.pbis.org
- Association of Positive Behavior Support
  - http://www.apbs.org
- CASEL – SEL Center
  - http://casel.org/

More Resources