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## Positive Behavior Support in Middle Schools and High Schools: Features of Supporting Implementation

Dr. Hank Bohanon  
Center for School Evaluation Intervention and Training  
<http://www.luc.edu/cseit>  
Loyola University of Chicago  
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### Powerpoint

- *Increase participants knowledge of ways to address implementation of positive behavior support at the high school level.*
  - *An emphasis will be placed on systems readiness and supports that may increase success of teams.*
  - *Teaching, Acknowledging, and Redirection of Behavior also will be addressed*

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## Welcome

- Welcome
  - Preparation
    - High schools
    - Ask before tell, philosophy
  - Preparing working groups
    - Healthy teams
    - Choosing priorities
  - Teaching, Acknowledging, Redirection
- Wrap up

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## Thank you!

- PBS Project, Nebraska Department of Education
- Loyola University of Chicago

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## Thank you

- Illinois Positive Behavior Support Network

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## Thank you

- Alissa Briggs
- Gina Bartucci
- Pamela Fenning
- Lauren McArdle
- Darlene Sobel
- Lynda Stone
- Audrey Shulruff
- Kimberly Thier
- Stacey Weber
- Others

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## 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)

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## Questions

- What are your priorities?

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## High School PBIS

High Schools  
and Discipline

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## Principles

- Behavior = Purposive & Communicates
- Reinforcement = Add or take away something, behavior goes up
- Punishment = You do something behavior does not occur again

Center for School Evaluation,  
Intervention, & Training  
[www.luc.edu/lcseit](http://www.luc.edu/lcseit)

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## Principles

- Setting events = before behavior
- Discipline = to teach
- Shaping = baby steps

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### What NCLB/IDEA says about Prevention

- Early Intervention
- Consider if impedes
- School-wide
- General education
- Incidental benefit
- Service not a place

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### What NCLB/IDEA says about Prevention

- School-improvement
- FBA/BIP

Center for School Evaluation,  
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### How Many?

- Nationally
  - 9,000 Schools implementing PBS
  - 931 High Schools (Horner, 2009)

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## NCES 2007

- In 2003 were school rules enforced by other teachers?
  - Elementary 79 % said yes
  - High School 56% said yes

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## NCES 2007

Happens at least once a week<sup>1</sup>

School level <sup>3</sup>	Student bullying	Student verbal abuse of teachers	Wide-spread disorder in classrooms	Student acts of disrespect for teachers
Primary	20.6	6.1	0.8!	12.1
Middle	43.0	16.0	5.2	30.5
High school	22.3	17.3	4.8	30.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005-06 School Survey on Crime and Safety (SSOCS), 2006.

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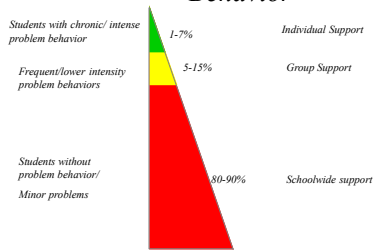
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## Proportions of Students with Problem Behavior



National Standard  
**Center for School Evaluation, Intervention, & Training**  
[www.luc.edu/lcseit](http://www.luc.edu/lcseit) OSEP-PBS

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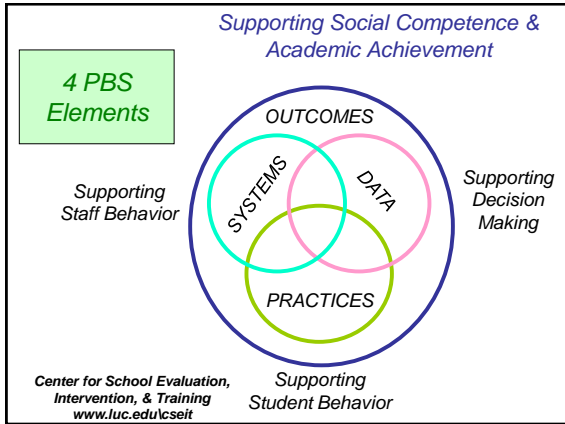
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### Developing Components

- Systems – what makes it work
  - Self-Assessment Survey, Team Implementation Checklist, Benchmarks of Quality
- Practices – what you do
  - School-Wide Evaluation Tool
- Data – how you know it works
  - Referral Data tell you with whom to focus

Steve Romano and Hank Bohanon

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### District Support

- District Leadership Team
- Top three goals
- Identifying a District External Coach
- Identifying an Internal Coach
- Involvement of family and community
- Staff-release time for professional development

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### Critical Steps

- Obtain administrative commitment
- 80% of staff support (concept)
- Top 3 goals
- Representative team
- Conducting a self-assessment
- Internal/external coaching
- Formalize data system (OSEP, 2003)

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### School wide Supports

- Identify expectations of the setting
- Evaluate core curriculum
- Develop team/plan/support
- Directly teach expectations
- Consistent consequences
- Acknowledgment
- Collect data
  - Communicate with staff
- On-going evaluation
- Behavioral knowledge

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### Question

- *What are some of the key factors for high school PBS, including buy in?*
  - Take 2 minutes
  - Come back when my hand goes up

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### Lessons Learned – May not be unique, but critical

#### Facilitators and Barriers

- Staff Buy in
- Administrative support
- Development and implementation of expectations
- Acknowledgement systems
- Data systems

Flannery, 2009 R324A070157

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#### Outcomes

- Student Outcomes
- Key areas: Defiance/Disrespect; Skip; Tardy
- Academic and behavioral data
- Teacher outcomes
- Address philosophical shift

Flannery, 2009; R324A070157

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Systems

- Slow down, start with systems
- Address buy in
- You need administrative team support
- Continuous support and professional development
- Healthy teaming
- Choose priorities

Flannery, 2009; R324A070157

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Data

- Show data to celebrate and identify changes
- Use data for decision making
- Review data by grade and age
- Watch motivation data and re-teach staff

Flannery, 2009; R324A070157

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Practices

- Group focus on one or more rules and expectations
- Develop behavioral lesson based on matrix
- Prepare staff to use acknowledgement and consequence systems

Flannery, 2009; R324A070157

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## Readiness

How do you prepare your school for implementation?

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## Background

- Components needed for successful systems change (Kotter, 1995)
  - **Created sense of urgency**
  - **Core group of leaders**
  - **Long-term vision for change**
  - Clear communication of goals
  - Celebration of small victories
  - Continuous work toward a goal/vision for change

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## Background

- Implementation occurs in stages (Fixsen, et al., 2005)
  - **Exploration**
  - Installation
  - Initial Implementation
  - Full Implementation
  - Innovation
  - Sustainability
- First 3 stages take 2 – 4 years

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### Big Ideas from Assessments

- 60 % said discipline needed to be addressed
- Communication in general

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### SIPA Vision

- Administration
- Vision:
  - The vision of \_\_\_\_\_ School is to foster a safe and humane learning environment that values cultural diversity and empowers all students to function effectively in the community and contribute to the broader society.

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### SIPA PRIORITY GOAL #4

- Administration
- Foster a safe, student-centered learning climate through providing a range of services and activities.

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## Referral Data

- 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**

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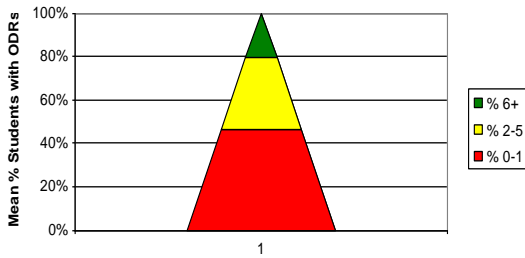
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Percentage of students with referrals, adjusted per day, per month, per average daily enrollment 2002-2003




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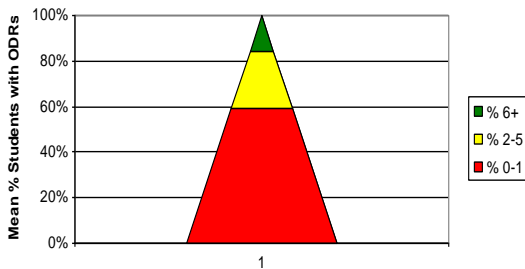
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Percentage of students with referrals, adjusted per day, per month, per average daily enrollment 2003-2004




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### What can we do...

- Form a representative team
- Summer planning
- Teaching, acknowledging, and tracking school-wide expectations in the fall
- Respond on the evaluation

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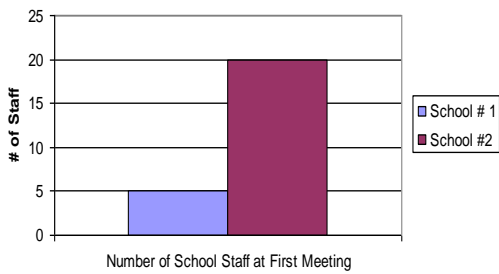


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**Staff Who Attended First Team Meeting**




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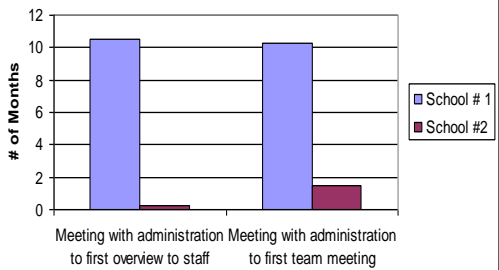


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**Data on Beginning PBS Practices**




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## Mandating change

- "They [authority] can mandate it, but unless the teachers buy into it, nothing will happen. We have ways to non-comply..."
- "I am not sure how it works, but we will do it to the letter of the law, but we won't take it further like it was [intended]. You can do the intent, or you can do exactly what is said. (163, I, RTPBS, 8.5; M, FN, 27).

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## Interview Questioning Route

- Introductory Questions
- Opening Questions
- Key Questions
- Data
- Staff Buy-in
- Supports

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## Introductory and Opening Questions

- Introductory Questions
  - What should we be asking you about your school regarding discipline/behavior?
- Opening Questions
  - What are the **top three initiatives** in your building?
  - Are these initiatives meeting your needs?
  - Do you still have unmet needs? If so, what are they?

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## Key Questions and Data

- Key Questions
  - What are some systematic **barriers** when implementing initiatives in your building?
  - What are some ways you have found to **facilitate success** when implementing initiatives in your high school?
- Data
  - Of the initiatives that you have tried, how do you know that they are **working**?

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## Staff Buy-In

- Staff Buy-in
  - What are ways that you have **encouraged staff-buy-in** to your school's initiatives?
  - What has worked?
  - What has **not worked** as well? (e.g. Professional Development)

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## Supports

- What kind of supports are **in place** in your school to develop and sustain your initiatives?
  - Administrative Support
  - Budget
  - Professional Development
  - Coaching

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## Closing

- Is there anything else that is important for us to know about your experiences with your school initiatives or your high school in general?
- In closing “Thank” individuals for participating in the interview group and let them know that their responses will help us to plan our work together.

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## Data Analysis

- 1-2 hours of ICEPS Professional Development team time needed
- Whole team read over the transcripts for all focus groups
- Categorized themes:
  - Common Themes
  - Unique Themes
  - Celebrations
  - Challenges
  - Next Steps

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Top Priorities	Admin Interview	Administrative Team	School Team	Support Staff	Overall	Link to ICEPS Initiative
1) Improved Academic Outcomes	X		X			Understanding by Design, Universal Supports for Academics
2) Improved Climate and Atmosphere	X	X	X	X	X	Character Ed, Universal Supports Behavior, Leadership Practices
3) Efficient and Effective Meetings	X	X	X	X	X	Will and Capacity, CAIRO
4) Integrate professional development and blend ongoing initiatives			X	X		ICEPS Blended Model and Redesign Initiatives

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## Preparing Working Groups

*Why do people at best avoid, at worst sabotage, initiatives?*

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## Will and Capacity within Organizations

Positive Will + Positive Capacity = Active Use

Only if the following three components are met:

- Personnel Mobilization
- Necessary Functions
- Linkages

Bolman & Deal, 2009; Israel, 2004

	<b>Positive Will</b>	<b>Negative Will</b>
<b>Positive Capacity</b>	Active Use	Passive resistance to Actual sabotage
<b>Negative Capacity</b>	Creativity to Demoralization	Resistance to Inertia

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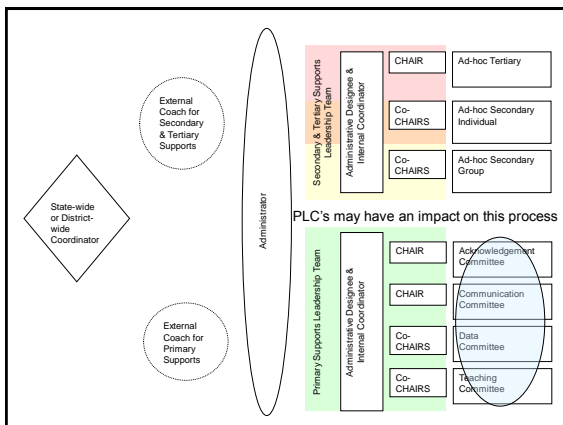
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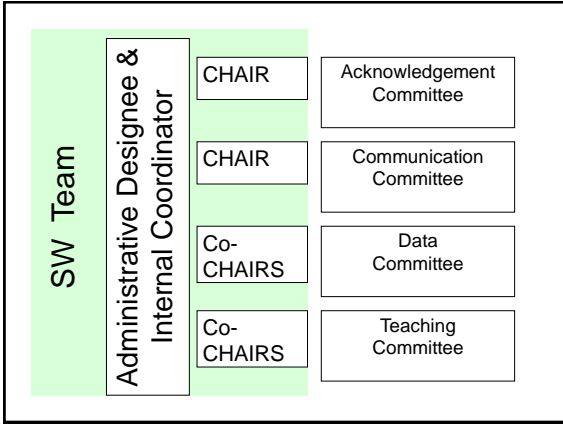
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**School Liaison**

Administrator who oversees functioning and makes administrative decision for all tiers of PBS within the building

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**Administration**

- Active team member
- Designates internal coach(s)
- Designates chairs
- Provide resources (e.g., budget line)
- Supports professional development
- Provides time for teams to meet
- Participates in leadership team training

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## 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

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### FARR meeting guidelines

Please avoid:	Please do:
<ul style="list-style-type: none"> <li>• Discouraging participation of others (in and out of meetings)</li> <li>• Eye rolling, finger pointing, loud or aggressive tone of voice, "snapping"</li> <li>• Dominance of one voice when discussing an item</li> <li>• Sarcasm</li> <li>• Straying from the agenda</li> <li>• "Venting" or storytelling</li> <li>• Bringing up individual names when discussing a negative example (students or staff)</li> <li>• Acting as a spectator (no real participation)</li> <li>• Making judgmental or intimidating comments (eg. "That's a bad idea")</li> <li>• Allowing a disagreement to escalate or take up more than five minutes of meeting time</li> </ul>	<ul style="list-style-type: none"> <li>• Leave each meeting with a task to do and report back on the next time</li> <li>• Stick to the agenda</li> <li>• Start and end on time</li> <li>• Be aware of paralanguage (facial expressions, tone of voice, etc.) and its impact on meeting climate</li> <li>• State any barriers or concerns respectfully, and accompany them with a suggestion for improvement</li> <li>• Be sure multiple voices are heard ("share the mic." And ask for input)</li> <li>• Limit discussion to task completion</li> <li>• Designate a note taker</li> <li>• Honor the direction of the facilitator (Grace B.)</li> <li>• When giving feedback, acknowledge the idea without negative adjectives, <u>then</u> offer an alternative</li> </ul>

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## CAIRO: A way to access linkages

- **C**onsulted
- **A**pproval
- **I**nformed
- **R**esponsible
- **O**ut of Decision Loop

(Bolman & Deal, 2002)

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**Working Smarter (Sugai, 2008)**

Initiative, Project, Committee	Purpose	Outcome	Target Group	Staff Involved	SIP/SID/etc
Attendance Committee					
Character Education					
Safety Committee					
School Spirit Committee					
Discipline Committee					
DARE Committee					
EBS Work Group					

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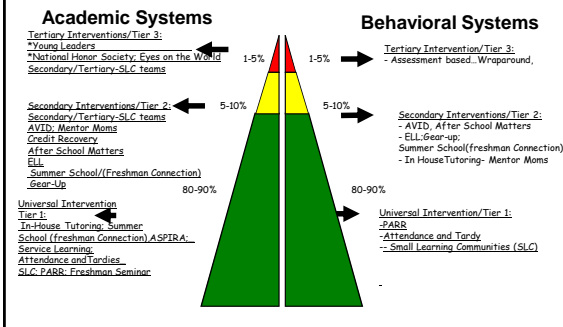
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**Designing School-Wide Systems for Student Success  
A Response to Intervention Model**




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*How would you complete this tool?*

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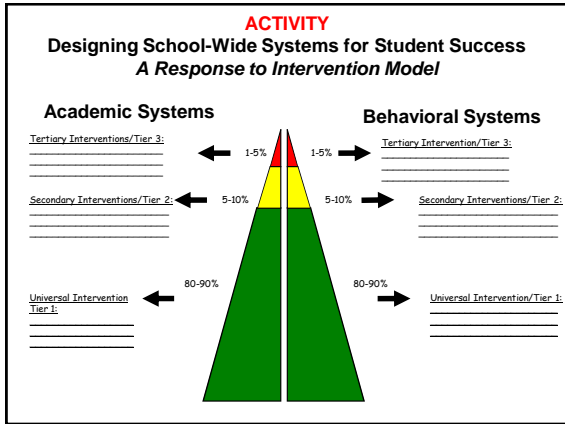
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**Replacing yourself**  
**(Israel, 2008)**

- “Who you gonna call?”
  - 1. Not involved in organizing,
  - 2. Not highly taped in other initiatives
  - 3. Can bring fresh eyes
    - after three years we go on autopilot

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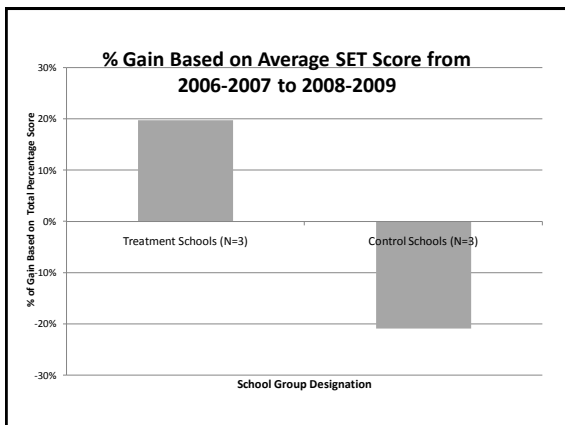
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# Training and Support

*Practice*

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# Question

- *If these were your data, how would you respond?*

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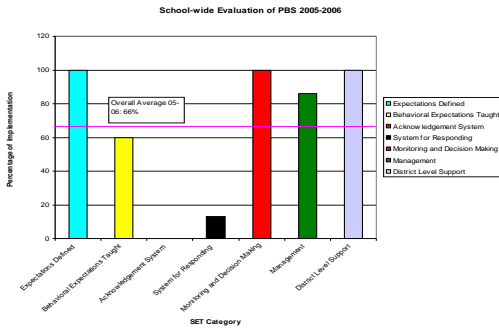
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# SET Data School 2 (year 1)



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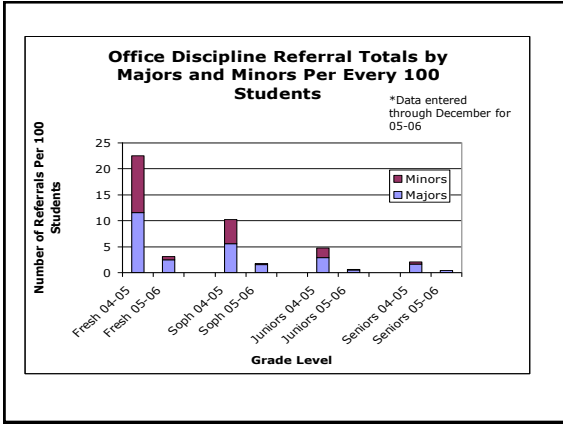
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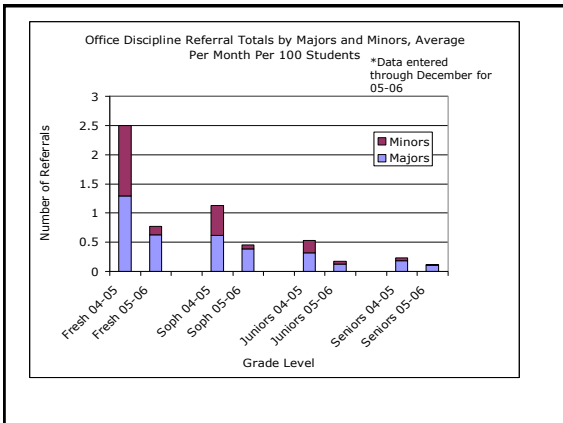
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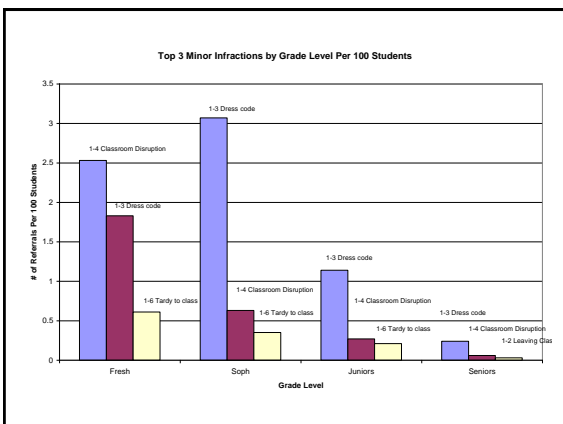
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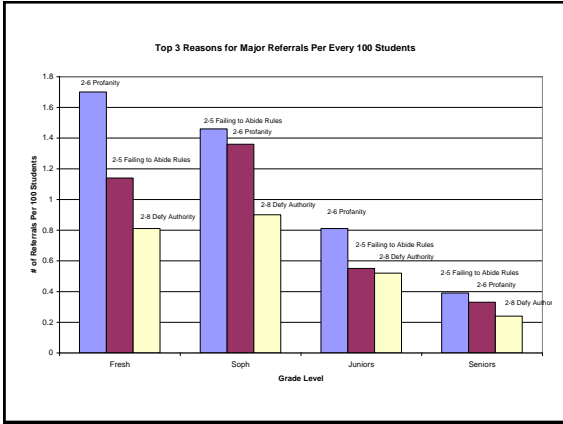
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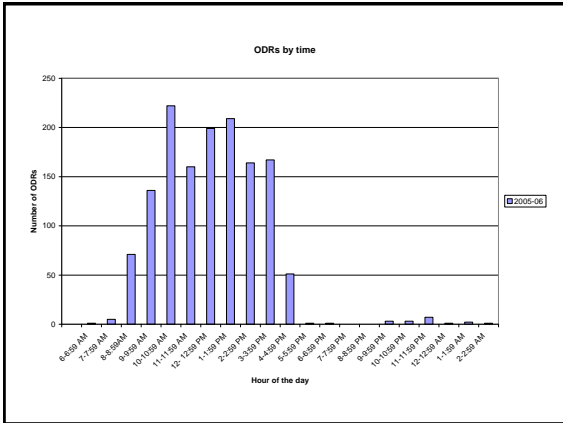
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### Priorities

- Teaching, Acknowledging, Redirection training for Freshmen staff
- Orientation for freshmen
- Circuit training for staff during opening of school
- School store opens and training provided for staff

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# Teaching Expectations

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*How do you Teach What is Expected in your Home/School?*

- *We are always teaching!*

<i>Implicitly Indirectly</i>	<i>Explicitly Directly</i>
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## Teaching

- Identify areas of need
- Develop plans and post
- Lesson
  - Identify expectation (objective)
  - Rationale
  - Non-example/example
  - Practice/Feedback (Set limits and pre-teach stop prompt)
  - Evaluation
- **Booster Sessions as necessary**

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## See Examples of Teaching

- Lesson Plans
- Blank Matrix
- Key Components
- Other ways to teach

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# APPROPRIATE

Teacher

- Keep personal information private
- Dress presentably
- Use respectable language

Students

- Edit yourself - apologize if you curse
- Be in uniform with ID on
- Ignore and walk away from trouble or fight
- Tell problems or mistakes politely

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## What is Insubordination?

- Disrespect
- Defiance or Talking Back
- Lying to a Staff Member

**Students are expected to obey all reasonable directions and requests of staff members.**

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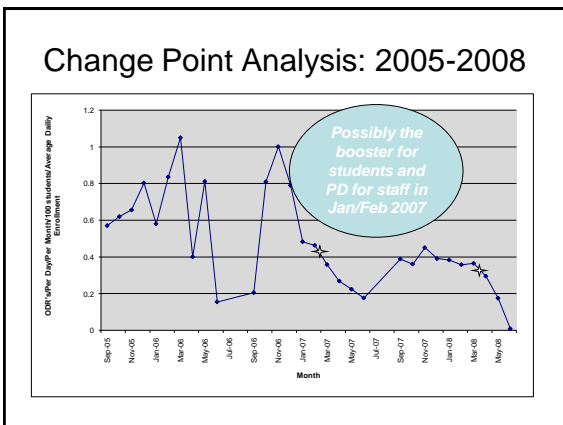
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Acknowledgement

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Acknowledgement

- Frequent (Daily)
- Intermediate (Weekly/Monthly)
- Large (Quarterly/Bi-Annually)
  
- Includes staff and students

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**Acknowledging Students and Staff**

<u>Key Elements</u>	<u>Examples</u>
• Variety of reinforcers	Buzzy Bucks/School Store
• Specific/Immediate	Monthly raffles for students, teachers, and support staff
• Training	Best Homeroom Challenge
• Rationale	Gold and Silver ID cards
• Developmentally appropriate	Honors Dinner
• Don't forget the big people	Birthday Cards
	School-Wide Celebrations

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### High Frequency

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### Birthday Cards and Pencils



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### Buzzy Buck



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# 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

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**DEPOT**  
Tuesday & Wednesday 7:10-7:40  
Friday 9:45-3:15

sweatshirt 20.00      beanie hat 3.00      T-shirt 10.00/8-BB  
 Pencil 0.50/ 4BB      Lanyard 3.00/ 3BB  
 Pen 1.00/5BB      Generic Click Pen 1.00/2BB      White 2" binder 4.00/5BB  
 #2 Pencil 0.75/4BB      Set of 8 dividers 2.50/3BB  
 Beanie baby hornet 3.00/4BB      Nike Notebook 3.00/ 5BB      Eraser 0.75/2BB  
 Mini Hornet key chain 3BB      Sketchbook 5.00/4BB  
 sports bag 15.00/10BB      Canvas backpack 4.00/ 3BB      Rulers 1.00/ 3BB  
 Leather bag 12.00/ 10BB      Flip top bag 15.00/10BB  
 Bell Black/Green 6.00/ 5BB  
 Plain 2-pocket folder 1.50/2BB      Logo 2-pocket folder 2BB  
 Logo 2" binder 5BB  
 BB= Bruzy Bucks  
 There are items that can only be purchased with either BB or Money  
 Cash only!!

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**DEPOT**

ITEM	Redeemed with Bruzy Bucks	Dollar cost
Logo folder	2	Not redeemable with cash
Logo beanie/hat	15	25.00
Logo t-shirt	8	10.00
Logo 2" binder	5	3.00
2" Eraser/Pencil	1	0.50
Stimms Pen	2	1.00
Beanie Hornet	4	5.00
Mini hornet	3	Not redeemable with cash
Stimms lanyard	2	2.50
Stimms Beanie/Hat	4	4.00
Stimms Sports bag	10	14.00
Stimms' Cash bag	4	4.00
Stimms Messenger bag	10	8.00
Stimms canvas bag	10	10.00
Stimms Round bag	8	5.00
Bell backpack (BB & gms)	5	5.00
Leather Backpack	10	10.00
#2 pencil	1	0.75
Big pen	2	1.00
White 2" binder	5	4.00
2 pack dividers	1	2.50
Nike notebook	5	Not redeemable with cash
Plain folder	2	1.00
Eraser	2	0.75
Sketchbook	6	5.00
Rulers	3	2.00
Pencil sharpener	3	1.00
Stimms sweatshirt	40	50.00
Stimms sweatshirt	25	35.00
Stimms fleece	35	45.00

**Store Hours:**  
 7:25am - 3:40pm  
 2:45pm - 3:00pm

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**YOU WILL NOT EARN SPARTAN DOLLARS BY:**

- Asking for them.
- Bringing in supplies, such as:
  - Markers and colored pencils.
- Running errands for staff members.

**LIST OF ITEMS IN SPARTAN STORE:**

Restaurant Gift Certificates  
 Homecoming Tickets  
 DHS Oil Changes  
 School Supplies  
 Candy and Chips  
 Car Stickers  
 Gas Gift Cards  
 Stickers, Car and Portable  
 DVD players  
 Head Phones  
 PE Locks  
 Drivers Ed Articles  
 Spartan Wear  
 Basketball, soccer balls, base balls  
 And more to come!!



**SPARTAN DOLLARS & THE SPARTAN STORE**

*Location:*  
 Room 419 is next to the Auditorium and across from the gymnasium

*Time Opens:*  
 7:00am - 7:25am  
 Monday Through Friday



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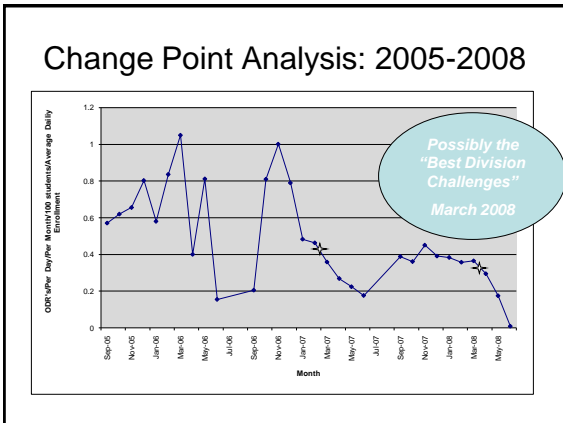
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## Intermediate

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# 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 17<sup>th</sup> at 11:00am!

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

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## Ron our Liaison



Jody Mimmack, PhD Fruita Monument High School, CO

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## Gold and Silver ID Cards




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## Policies and Redirection

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### **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:**



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- Define office vs. class
  - Other schoolwide policies
- Mutually exclusive categories
- Procedures for consequences

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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

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MISCONDUCT REPORT

SCHOOL: \_\_\_\_\_  
 UNIT NUMBER: \_\_\_\_\_  
 STUDENT OFFENDER NAME: \_\_\_\_\_ Last First Grade: \_\_\_\_\_  
 Student ID Number: \_\_\_\_\_ **Student ID**  
 Date: \_\_\_\_\_ Time: \_\_\_\_\_ AM PM  
 Area where misconduct occurred:  Classroom  Halls  Library  Bathroom  Cafeteria  
 Parking Lot  Gym  Locker  Other **Location**  
 Special event assembly field trip  Other  
 GANG RELATED:  Yes  No

NARRATIVE (if needed): \_\_\_\_\_

See also <http://www.pbismaryland.org/schoolexamples.htm#High>

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IL Public School

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|---|---|
| <p><b>Teacher-Managed</b></p> <ul style="list-style-type: none"> <li>• Excessive talking</li> <li>• Tardy: Inform Parents</li> <li>• Off Task</li> <li>• Drinks/Food/Headphones (as posted)</li> <li>• Missing Homework</li> <li>• Not Prepared for Class</li> <li>• Inappropriate Language</li> <li>• Dishonesty</li> <li>• PDA</li> <li>• Hallway Disruption</li> <li>• Passing Notes</li> <li>• Cheating/Plagiarism</li> </ul> | <p><b>Office-Managed</b></p> <ul style="list-style-type: none"> <li>• Attendance &amp; Tardy</li> <li>• Insubordination</li> <li>• Fighting</li> <li>• Vandalism</li> <li>• Verbal/Physical Intimidation</li> <li>• Weapons</li> <li>• Gang Representation</li> <li>• Cutting Class/School/Teacher Detention</li> <li>• Theft</li> <li>• Drug Violations</li> <li>• Directed Profanity</li> <li>• Arson</li> <li>• Harassment (including sexual)</li> <li>• Controlled Substances</li> <li>• Threats</li> <li>• Security Threat/Breach</li> <li>• Repeated/Severe Offenses</li> <li>• Dress Code Violations</li> <li>• Hallway Disruption – Non Compliance</li> </ul> |
|---|---|

See <http://www.pbismaryland.org/schoolexamples.htm#High>

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## Next Steps

Action Steps for the Future

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## Final Thoughts

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

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## Share with the group

- Great article on professional development
  - <http://www.ku-crl.org/archives/pd/partnership.html>
- High Schools and PBS
  - [http://www.pbis.org/school/high\\_school\\_pbs.aspx](http://www.pbis.org/school/high_school_pbs.aspx)
- Tennessee Examples <http://web.utk.edu/~swpbs/>
- CSEIT Website
  - <http://www.luc.edu/cseit>
- Scaling up
  - <http://www.fpq.unc.edu/~siser/>
- PBS Evaluation
  - <http://www.pbseval.org>

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### 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.rtnetwork.org/Learn/Behavior/ar/Integrating-Behavior-and-Academic-Supports-Within-an-Rtl-Framework-General-Overview>

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### LSU High School Forum

- <http://www.lapositivebehavior.com/content.cfm?id=63>

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### Grid for Schoolwide Expectations

	<b>Classrooms</b>	<b>Hallways</b>	<b>Lunchroom</b>	<b>Extra Curricular</b>	<b>Community and Campus</b>	<b>Assemblies</b>
<b>Be Caring</b>						
<b>Be Academically Engaged</b>						
<b>Be Responsible</b>						
<b>Be Respectful</b>						

P = problems we typically see in our school

## Reinforcement Planning Matrix

TYPE	WHAT IT IS	WHEN WILL IT HAPPEN	WHERE CAN/WILL IT HAPPEN	WHO WILL BE IMPLEMENTING	NOTES
High Frequency "GOTCHAS"					
Unpredictable/Intermittent "BOOSTERS"					
Attention Grabbing "Celebrations"					

# ACTIVITY

## Designing School-Wide Systems for Student Success *A Response to Intervention Model*

### Academic Systems

### Behavioral Systems

Tertiary Interventions/Tier 3:

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Secondary Interventions/Tier 2:

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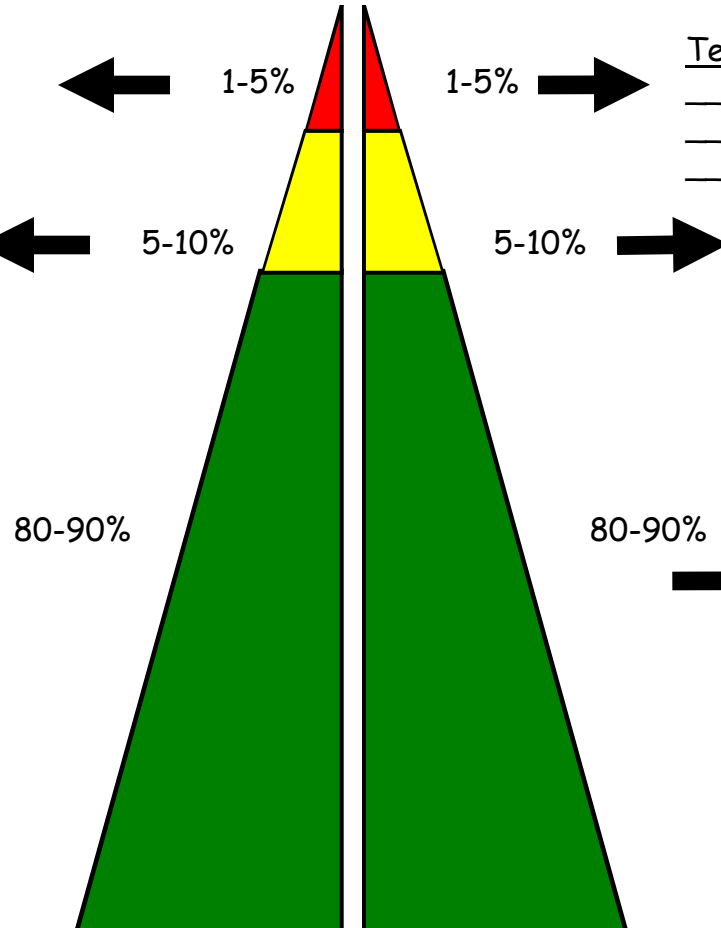
Universal Intervention  
Tier 1:

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Ed Excellence



Tertiary Intervention/Tier 3:

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Secondary Interventions/Tier 2:

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Universal Intervention/Tier 1:

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