

## Keep Your Silos but Bake Better Bread: Making Connections Across MTSS

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<http://www.hankbohanon.net>

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## Rtl..Not Just for Breakfast..



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## PowerPoint's

Enduring Understanding:

- Seeing connections across tiers of support makes life easier for schools

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### Essential Questions

- How do you organize systems to enhance the support in your environment (e.g., human, financial, structural)?
- What are some connections between academic and behavior support?

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### Essential Questions

- What are effective ways to encourage teams to work together effectively?
- What are the essential practices of an effective instructional model?

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### Thank you!

- Vermont PBIS
- Vermont Agency of Education
- University of Vermont
- Presenters
- Cindy Cole
- Marisa Duncan-Holley
- Ryan Parkman and Chris Amell

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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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## Organizing

Building the plane video

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## Definitions of PBS

Positive behavior support (PBS) is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior.

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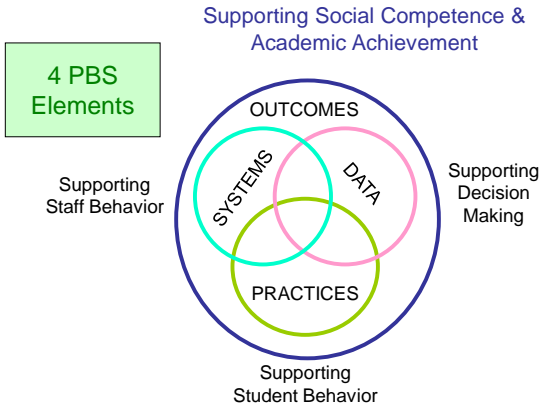
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Tumbull, A., Edmonson, H., Griggs, P., Wickham, D., Sailor, W., Beech, S., Freeman, R., Guess, D., Lawson, S., McCart, A., Park, J. D., Turnbull, R., & Warren, J. (2002). A Blueprint for schoolwide positive behavior support: Full implementation of three components. *Exceptional Children*, 68 (3), pps. 337-402.




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### Key Elements

- **Systems – Josh, flight, checklist**
  - Administrative Commitments, Coaching (external/internal), Representative Teams, Audit of practices, Priority
- **Practices**
  - Based on evidence
- **Data**
  - Process and impact –
    - dropout
    - What and with whom?



[http://en.wikipedia.org/wiki/Josh\\_Croghan](http://en.wikipedia.org/wiki/Josh_Croghan)  
[http://www.imagine.com/search/terms/private\\_jet.html](http://www.imagine.com/search/terms/private_jet.html)

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### So what?

- *High School principal told staff to handle classroom behaviors this year.. Then moved on..*

- What was missing?
  - Systems
  - Practices
  - Data



https://www.flickr.com/photos/14811070@N00/10244444444/

Image from Flickr creative commons

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### Teacher vs. Dean vs. Attendance-Minimized Behavior

#### Teacher Managed Behavior

- Attendance in class
  - Teacher requests on **DISCIPLINE**
  - Teacher requests on **DISCIPLINE**
- Behaviors to be logged by teachers:
- Excessive talking
  - Excessive movement
  - Off task
  - Flouting rules
  - Disruption
  - Disrespect
  - Cheating
  - Harsh language
  - Not prepared for class
  - Inappropriate language
  - Disobedience
  - Abuse of power
  - Cheating/Plagiarism

Note: The teacher can report about a discipline-minimized behavior to the office. The office will respond and will make the decision on what to do. The teacher can also report about a discipline-minimized behavior to the office. The office will respond and will make the decision on what to do. The teacher can also report about a discipline-minimized behavior to the office. The office will respond and will make the decision on what to do.

#### Dean & Attendance Office Managed Behavior

Some of the behaviors listed are not covered by the teacher's request on the discipline-minimized behavior request (e.g., video).

#### Attendance Office:

- Cutting classes
- Excessive tardiness to class/arriving
- School attendance
- E.O. student issues

Generally, all attendance matters are handled by the attendance office. Some are handled by the dean's office.

#### Dean's Office:

- Excessive student absences (as requested by teacher)
- Fighting
- Possession of weapons
- Excessive use of force
- Drug Possession
- Hazing
- Harassment/Intimidation
- Misconduct (School Discipline)
- Assault
- Stalking

McClatchy Students Video, Dean?

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SWIS OFFICE REFERRAL DEFINITIONS	
Problem Behavior -Teacher Referral:	Definition
Inappropriate Verbal Language	Low intensity instances 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/Disrupt/Non-compliance	Brief or low-intensity failure to respond to adult requests, including bringing food or drink other than unflavored water into the classroom/hopium.
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 behavior that do not fall within the above categories.

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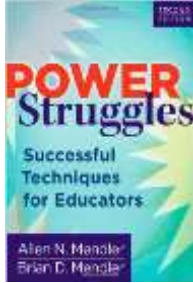
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### Strategies

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




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## Key Principles

When did you get in trouble when you knew better?

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## Key Principles



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What are the connections between academic and behavior support?

Jeff Bliss Video Example

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## Use of Universal Tools

	SBMH only		SBMH plus		
	PBIS	PBIS, State Rt Project, SEL	PBIS, SEL	SEL	
# school = 61	1 (1.6%)	4 (6.6%)	18 (29.5%)	23 (37.7%)	15 (24.6%)
No	1	1	3	11	12
Yes	0	3	15	12	3

( $\chi^2 = 15.14, df=4, p=.004$ )  
 20 times more likely to use universal screening with high combination  
 (Odds ratio =  $(15/3)/(3/12) = 20$ ) (Bohanon & Wu, 2011)

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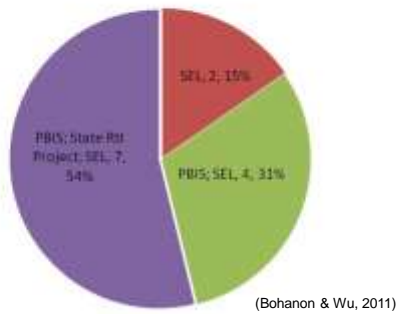
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Number of Schools with Zero Suspensions AY09-10 (n= 13, 21%)




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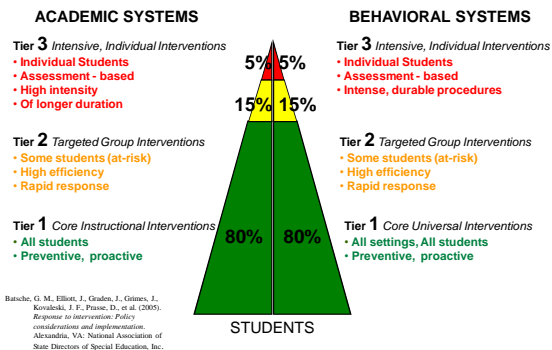
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### Three-Tier Model



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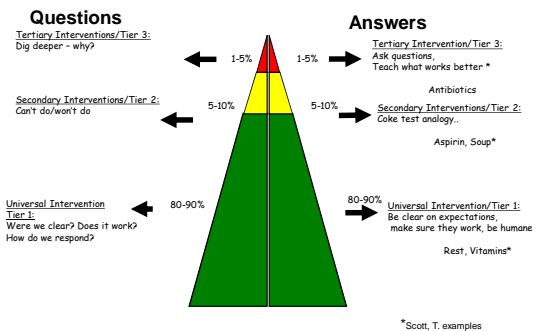
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### Designing School-Wide Systems for Student Success A Response to Intervention Model/MTSS



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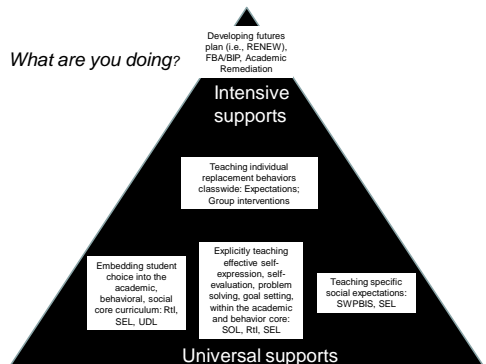
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Adapted from: Bohanon, H., Castillo, J., & Altun, M. (In Submission). Embedding self-determination and futures planning within a schoolwide framework.

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## Evidence-Based Practices



See handout: Examples? Non-examples?

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## Musical Chairs

- When the music stops, talk with partner
- Can you think of times when these were applied with success? Or perhaps non-examples?

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## Celebration Time!



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# Taking Your Time to Explore and Install Your Systems

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## Poll # 1



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

bestig.blogspot.com

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## Steps



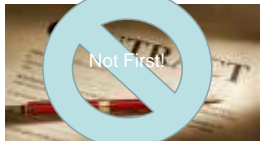
Consider Needs



Research



Sample



Sign Up

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## 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

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## Exploration Examples From 4 High Schools

- |   |   |
|---|---|
| – <b>Communication - timeliness</b>         | – Align administrative supports with strategies |
| – <b>School climate</b>                     | – Students within special support needs         |
| – Efficient meetings                        | – <b>Need for increased school spirit</b>       |
| – Integration of PD                         | – Distribute roles                              |
| – Work with PLCs                            | – Parental involvement                          |
| – Define academic and behavior expectations |   |
| – <b>Use data for decisions</b>             |   |
| – Braid initiatives                         |   |

See example of questions

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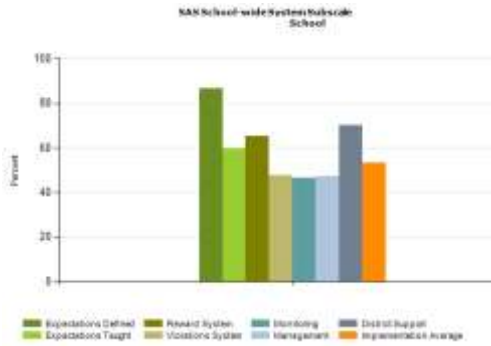
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PBS Self-Assessment Survey – [www.pbis.org](http://www.pbis.org)

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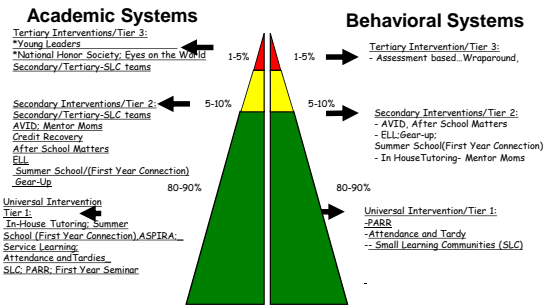
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**Designing School-Wide Systems for Student Success**  
*A Response to Intervention Model*




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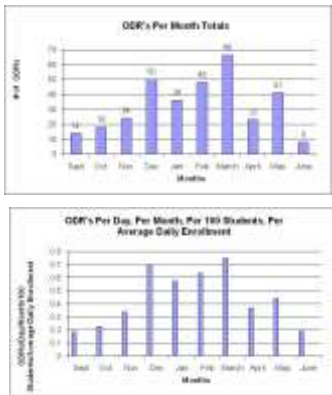
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What are our priority months for support?

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*Integration of Efforts  
MTSS*

*Silos are OK, let's make some bread*



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**Napoleon and Getting Back On  
Mission**



Sometimes we get blown off course

- [https://www.youtube.com/watch?v=bcPvLWc\\_Li8](https://www.youtube.com/watch?v=bcPvLWc_Li8)

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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

See examples: Herding Cats, Bad Meetings, Action Plans, Rate yourself – handbook

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## Think about your favorite teacher

*Why were they your favorite?*

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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

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

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## Big Three

Teach expectations  
– early, often,  
examples – non  
examples



Acknowledge/praise:  
make deposits,  
be specific



Redirect:  
Private, eye contact,  
proximity, humor



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# Instructional/Emotional Support

Failure rates from 17% to 11%

Laughing with students

Voice of responding

Out of desk greeting

Allen, Gregory, Mikami, Lun, Hamre, & Pinata (2013) Ask about events

Ask "why?"

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*Yah, but once they get a job..nobody does this..*




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Teaching Expectations: Any Zappos Fans in the Room?




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	Classroom	Cafeteria	Hallway	Restroom	Office	Auditorium	Bus	Emergency Situations	Technology	
<b>Be Respectful</b>	<ol style="list-style-type: none"> <li>Listen attentively to speakers.</li> <li>Participate actively in lessons.</li> <li>Work cooperatively in groups.</li> <li>Follow directions from the teacher.</li> <li>Leave the room quietly and orderly. (S.K. 1, 3, 4)</li> </ol>	<ol style="list-style-type: none"> <li>Remain in my "lines" and "backpack".</li> <li>Use your inside voice.</li> <li>Wait your turn to be heard and respond.</li> <li>Obey the teacher's directions and instructions.</li> <li>Use appropriate table manners. (S.K. 1, 3, 4)</li> </ol>	<ol style="list-style-type: none"> <li>Walk quietly.</li> <li>Keep hands and feet to yourself.</li> <li>Obey the teacher's directions and instructions.</li> <li>Use appropriate hallway manners. (S.K. 1, 3, 4)</li> </ol>	<ol style="list-style-type: none"> <li>Flush the toilet.</li> <li>Wash your hands with soap and water.</li> <li>Use paper towels to dry your hands.</li> <li>Put the paper towels in the trash.</li> </ol>	<ol style="list-style-type: none"> <li>Enter quietly.</li> <li>Use appropriate language.</li> <li>Wait your turn to be heard and respond.</li> <li>Obey the teacher's directions and instructions.</li> <li>Use appropriate office manners. (S.K. 1, 3, 4)</li> </ol>	<ol style="list-style-type: none"> <li>Enter quietly.</li> <li>Use appropriate language.</li> <li>Wait your turn to be heard and respond.</li> <li>Obey the teacher's directions and instructions.</li> <li>Use appropriate auditorium manners. (S.K. 1, 3, 4)</li> </ol>	<ol style="list-style-type: none"> <li>Stand in an orderly line.</li> <li>Remain seated.</li> <li>Use appropriate language.</li> <li>Obey the teacher's directions and instructions.</li> <li>Use appropriate bus manners. (S.K. 1, 3, 4)</li> </ol>	<ol style="list-style-type: none"> <li>Follow teacher directions for the evacuation.</li> <li>Remain quiet and orderly.</li> <li>Use appropriate language.</li> <li>Obey the teacher's directions and instructions.</li> <li>Use appropriate emergency evacuation manners. (S.K. 1, 3, 4)</li> </ol>	<ol style="list-style-type: none"> <li>Following teacher directions for the evacuation.</li> <li>Handling my own belongings.</li> <li>Understanding all school designated settings.</li> </ol>	
<b>Be Responsible</b>	<ol style="list-style-type: none"> <li>Come prepared to learn with materials, supplies and homework.</li> <li>Complete your work in a timely manner.</li> <li>Use technology appropriately.</li> <li>Take good care of equipment, materials and resources.</li> </ol>	<ol style="list-style-type: none"> <li>Wash your hands before eating.</li> <li>Leave your area clean.</li> <li>Complete your work in a timely manner.</li> <li>Use technology appropriately.</li> <li>Take good care of equipment, materials and resources.</li> </ol>	<ol style="list-style-type: none"> <li>Wash your hands with soap and water.</li> <li>Use paper towels to dry your hands.</li> <li>Put the paper towels in the trash.</li> <li>Follow directions from the teacher.</li> <li>Pick up garbage.</li> </ol>	<ol style="list-style-type: none"> <li>Wash your hands with soap and water.</li> <li>Use paper towels to dry your hands.</li> <li>Put the paper towels in the trash.</li> <li>Follow directions from the teacher.</li> <li>Pick up garbage.</li> </ol>	<ol style="list-style-type: none"> <li>Wash your hands with soap and water.</li> <li>Use paper towels to dry your hands.</li> <li>Put the paper towels in the trash.</li> <li>Follow directions from the teacher.</li> <li>Pick up garbage.</li> </ol>	<ol style="list-style-type: none"> <li>Follow school rules.</li> <li>Keep silent during announcements.</li> <li>Report problems in good conditions.</li> </ol>	<ol style="list-style-type: none"> <li>Help keep seats and articles in good condition.</li> <li>Keep silent during announcements.</li> <li>Report problems in good conditions.</li> </ol>	<ol style="list-style-type: none"> <li>Alert appropriate personnel.</li> <li>Keep space between you and others.</li> <li>Obey emergency evacuation instructions.</li> <li>Use appropriate emergency evacuation techniques.</li> </ol>	<ol style="list-style-type: none"> <li>Only using appropriate technology.</li> <li>Understanding all school designated settings.</li> </ol>	
<b>Be Kind</b>	<ol style="list-style-type: none"> <li>Use polite words.</li> <li>Help clean up the classroom.</li> <li>Show consideration to others.</li> <li>Respect your space and respect the space of others. (S.K. 1, 3, 4)</li> </ol>	<ol style="list-style-type: none"> <li>Use polite words.</li> <li>Help clean up the classroom.</li> <li>Show consideration to others.</li> <li>Respect your space and respect the space of others. (S.K. 1, 3, 4)</li> </ol>	<ol style="list-style-type: none"> <li>Use polite words.</li> <li>Help clean up the classroom.</li> <li>Show consideration to others.</li> <li>Respect your space and respect the space of others. (S.K. 1, 3, 4)</li> </ol>	<ol style="list-style-type: none"> <li>Use polite words.</li> <li>Help clean up the classroom.</li> <li>Show consideration to others.</li> <li>Respect your space and respect the space of others. (S.K. 1, 3, 4)</li> </ol>	<ol style="list-style-type: none"> <li>Use polite words.</li> <li>Help clean up the classroom.</li> <li>Show consideration to others.</li> <li>Respect your space and respect the space of others. (S.K. 1, 3, 4)</li> </ol>	<ol style="list-style-type: none"> <li>Use polite words.</li> <li>Help clean up the classroom.</li> <li>Show consideration to others.</li> <li>Respect your space and respect the space of others. (S.K. 1, 3, 4)</li> </ol>	<ol style="list-style-type: none"> <li>Use polite words.</li> <li>Help clean up the classroom.</li> <li>Show consideration to others.</li> <li>Respect your space and respect the space of others. (S.K. 1, 3, 4)</li> </ol>	<ol style="list-style-type: none"> <li>Use polite words.</li> <li>Help clean up the classroom.</li> <li>Show consideration to others.</li> <li>Respect your space and respect the space of others. (S.K. 1, 3, 4)</li> </ol>	<ol style="list-style-type: none"> <li>Use polite words.</li> <li>Help clean up the classroom.</li> <li>Show consideration to others.</li> <li>Respect your space and respect the space of others. (S.K. 1, 3, 4)</li> </ol>	<ol style="list-style-type: none"> <li>Use polite words.</li> <li>Help clean up the classroom.</li> <li>Show consideration to others.</li> <li>Respect your space and respect the space of others. (S.K. 1, 3, 4)</li> </ol>

Aligned with Speaking and Listening Literacy National US Standards

CPS Matrix Aligned with Common Core Standards - See <http://www.hankobanone.com>

## Acknowledgment quiz..

- 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.*

See *Leading with Love*



*What do people like about Starbucks? Is it just the coffee?*

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### Redirection, Starbucks Style



**Problem=**

- Listen
- Acknowledge the problem
- Take action
- Thank the customer
- Encourage their return

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One bite at a time!



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## 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-supports/integrating-behavior-and-academic-supports-general-overview>

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## References

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## Other Resources

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