

Connecting Students to Systemwide Supports

MCEC Hank and Shawna
Butte, MT 4-3-25

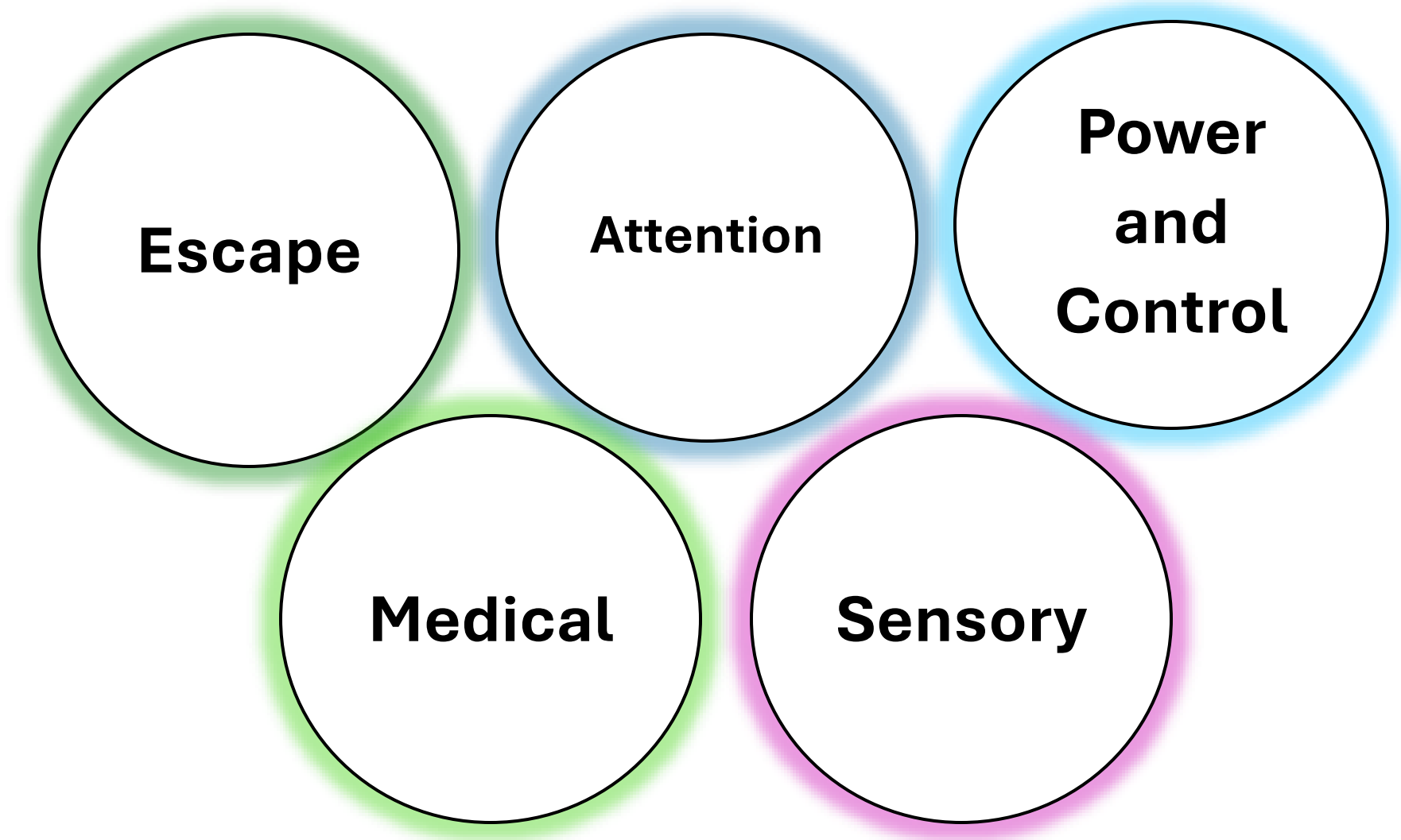
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Goals

- Recognize ***key policies, high-quality practices, and effective interventions*** for students with disabilities.
- Explore strategies for ***integrating these approaches*** into schoolwide systems.
- Understand the benefits of linking ***intensive supports with schoolwide interventions***.

BIG 5 BEHAVIORS



BEHAVIORS-THE BIG 5

Behaviors can be classified major categories

- ATTENTION-behavior that produces attention and other desired events (desired activities)
- SENSORY CONSEQUENCES-behavior that occurs because of its sensory consequences
- AVOID OR ESCAPE-behavior that allows the person to avoid or escape demands or other undesired activities
- POWER AND CONTROL-behavior engaged in to get power or control over the situation
- MEDICAL-behavior engaged in because of medical inconsistencies

Question for Your Staff: *Why Did You Speed?*



Samples of Functions of Behavior ([link](#))

- **Escape** something negative
- **Avoid** something negative
- You got something (**object**)
- **Attention** (good, bad, or ugly)
- You were **over/under stimulated**
- **Setting events** (what happened way in advance?)

Best Practices When Working with our Students with Needs

PBIS: Remain calm, quiet, and present.

Use LOW and SLOW body language.

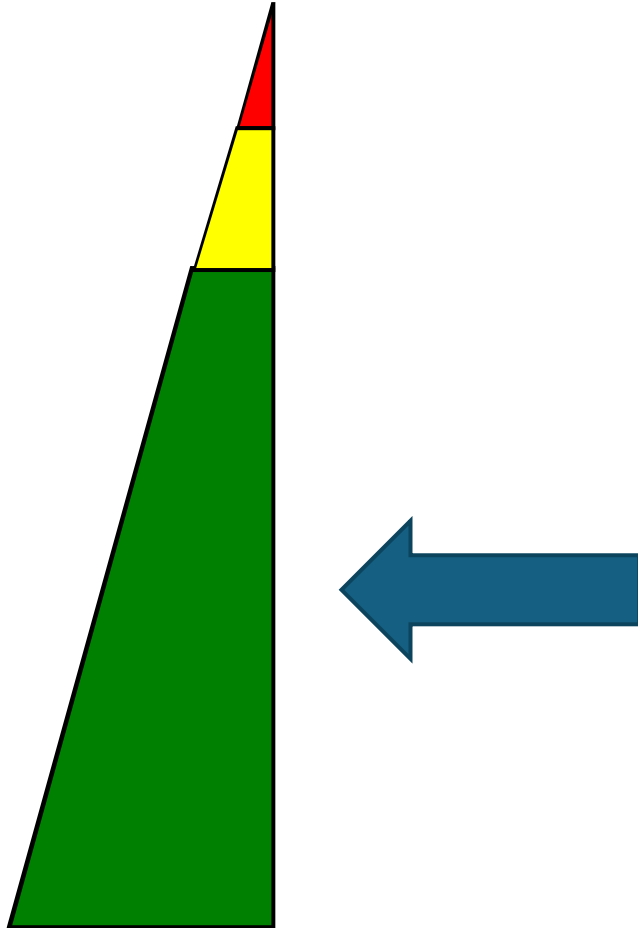
- ❑ Watch the tone and speed of your voice/words—our students who have experienced trauma are hypersensitive to facial expressions, micro-expressions such as volume of voice, tone, etc.
- ❑ Our trauma informed and power and control students pick up on the stress-related behaviors of adults
- ❑ Avoid lecturing or asking too many questions (low verbal) because the student can't process too much at the time of trauma
- ❑ Slow yourself down, talk slower, use a lower pitch for your voice, avoid using complex sentences, avoid lots of quick body movements
- ❑ Make a class video/make it fun
- ❑ <https://www.youtube.com/watch?v=GJROcj2qG9E>

How Do You Learn to... ([link](#))



- *Think about a sport, music, or hobby you have learned. How did your coach, teacher, or mentor support you in developing your new skill?*

Tier One – Don't Just Hand Out The Work!



- Focuses on Explicit Instruction
- Breakdown skill
- Provide rationale for skill
- Model the skill
- Guided practice (with the instructor or peers)
- Independent practice
- Provide Feedback

PBIS interventions and strategies

- ❑ **Specific Praise:** “I liked the way you paid attention today” instead of “Good work today.”
- ❑ **5 :1** Ratio of positive to negative statements for students
- ❑ **A/R** Active: ignoring of negative behavior/Reinforcement: of alternative appropriate behavior
- ❑ **Consistency:** expectations and behavior plans that are based on PBIS rewards systems, not punishment.
- ❑ **Body:** Check body language in (ask what is my body saying when I stand like this)
- ❑ **Visualization:** Offer suggestions on self-calming techniques, such as mindfulness, grounding, tracking, and positive memories (happy place references).
Hint: Use the self-calming yourself so the children see you model the behavior.
<https://www.youtube.com/watch?v=FwdAFU54RVM>

Other Advantages of Specific Praise (Turn to your neighbor)



Decreases in emotional exhaustion



Higher efficacy

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

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Three Schoolwide Levels – Do You Have Any Now? P. 6-7

Daily/High Frequency

Thank you _____ Day _____
(Student Name)

For being

<input type="checkbox"/>	P roductive
<input type="checkbox"/>	A ppropriate
<input type="checkbox"/>	R esponsible
<input type="checkbox"/>	R espectful

High School

(Teacher's Signature) (Date)

Slightly Larger Rewards (More like student of the week)



Whole School Celebrations



Trusting Relationship:

The student should believe we trust him/her and know he/she has some great skills and gifts.

- ☐ Work hard to establish trust with the student by being fair and consistent.
- ☐ Believe in the child's ability to manage his/her behavior in an appropriate way and employ him/her to help you teach this skill to others with the teacher's guidance.
- ☐ Tell them they are always safe with us at school.

- ☐ We understand that we are not the trigger of trauma and defiance, only an outlet for it- this helps us not take it personally.



To Engage Students, Save the Cat



SAVE THE CAT!

The Last Book On Screenwriting That You'll Ever Need



BLAKE SNYDER

Why is this scene in Moana ([link](#))?

Instructional/Emotional Support –Checklist ([link](#)). P. 8



Laughing with students



Choice of responding



Out of desk greeting



Allen, Gregory, Mikami, Lun, Hamre, & Pinata
(2013)

Ask about events



Ask “why”?

Preferences/Rapport what the student likes

- ❑ Discover what the student truly enjoys doing such as participating in a sport or hobby and discuss that with them.
- ❑ Use this information to teach through utilizing some of their favorite activities to teach through.
- ❑ Identify skills or attributes that you can reinforce and make a list of them so you can share them with the entire teaching team.

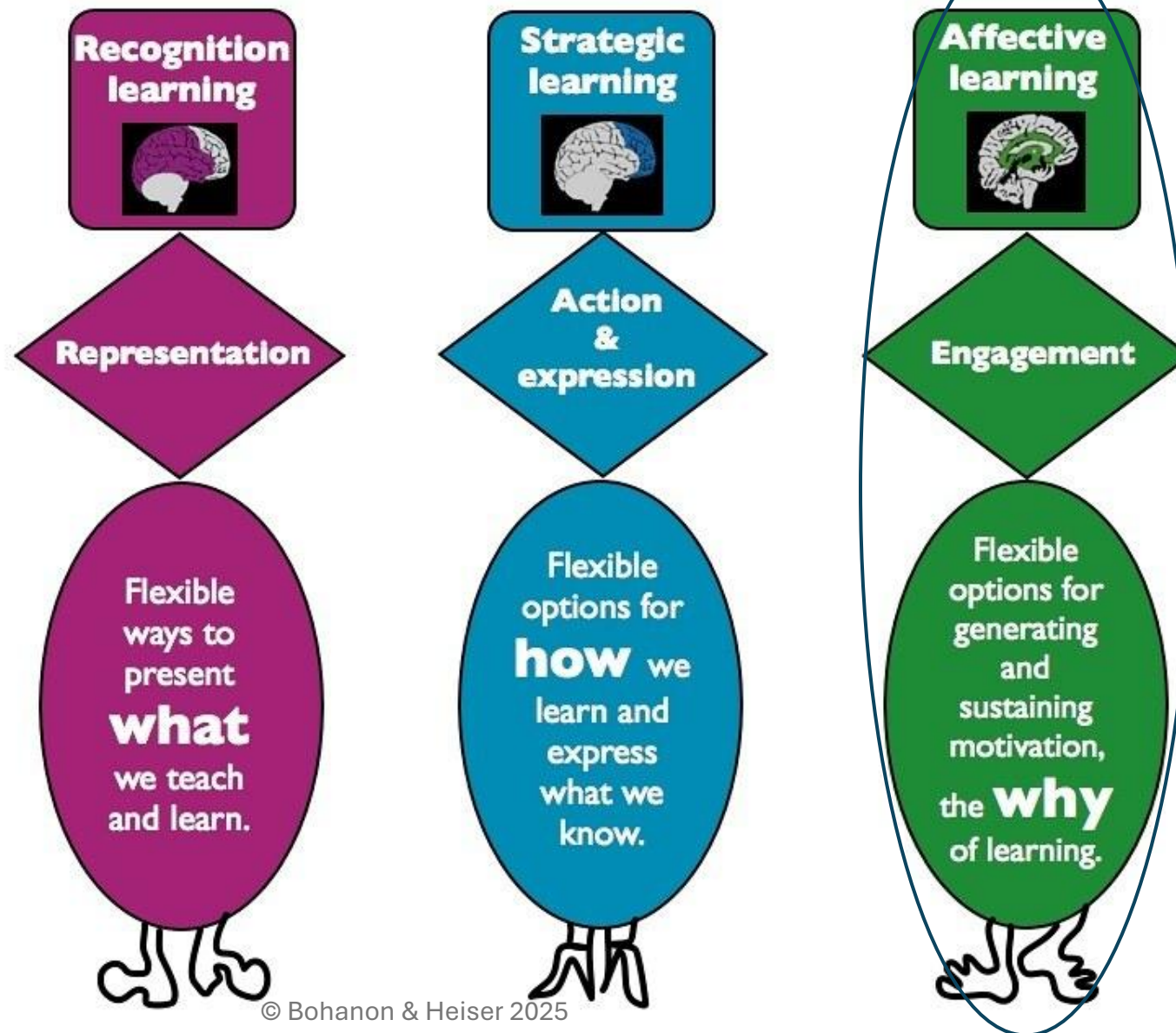


Universal Design for Learning

3 primary
networks

3 principles of
UDL

3 sets of UDL
guidelines



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Flexible Means of Engagement: *How do you do this now?* P. 9

CONSIDERATION 7.1

- **Optimize choice and autonomy** >
Develop agency in the learning process.

CONSIDERATION 7.2

- **Optimize relevance, value, and authenticity** >
Connect learning to experiences that are meaningful and valuable.

CONSIDERATION 7.3

- **Nurture joy and play** >
Spark joy and playfulness in the learning process.

See Montana Ag in the Classroom:

<https://montana.agclassroom.org/>



See the UDL Guidelines: <https://udlguidelines.cast.org/>

Consistency

- ❑ Meet with the parents and other adults who interact with the child to share in the plan.
- ❑ Consider how you want to get communication to and from school, I have the best luck with goggle drive asking the student to report his/her successes to his family.
- ❑ The school psychologist/preferred adult should work closely with our students with trauma to help the child develop anger management, anxiety regulation and social relationship skills.



Social Interactions

- ❑ Provide closely supervised cooperative learning activities to assist the student in learning constructive ways to interact with peers.
- ❑ Have the student help with mentoring and “rule following” by assisting the teacher in teaching social skills and rules to others.



Classwide Matrix

	Small Group Activity	Independent Seat Work	Transitions
Respectful	<ul style="list-style-type: none"> Listen to others Accept each other's answers and opinions 	<ul style="list-style-type: none"> Raise hand before talking Work quietly 	<ul style="list-style-type: none"> Hands to self Move quietly Keep space between you and others in line
Responsible	<ul style="list-style-type: none"> Follow directions Stay on task Stay with your group Use time wisely 	<ul style="list-style-type: none"> Stay on task Manage time wisely Remain in seat unless you have permission to be up 	<ul style="list-style-type: none"> Put materials away Get required materials ready Follow directions
Cooperative	<ul style="list-style-type: none"> Do your share of the work Everyone participates 	<ul style="list-style-type: none"> Wait quietly if the teacher is assisting a classmate 	<ul style="list-style-type: none"> Leave the area clean and orderly Help your neighbor

Figure 2. Classroom routines matrix

Newcomer (2009)

Which of these behaviors would you like to address?

Teaching Expectations, P. 2-5

Key Elements

- Rationale
- Negative examples
- Positive examples
- Practice/Feedback
- Evaluate



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Sample lesson plans: <https://www.hankbohanon.net/examples/>

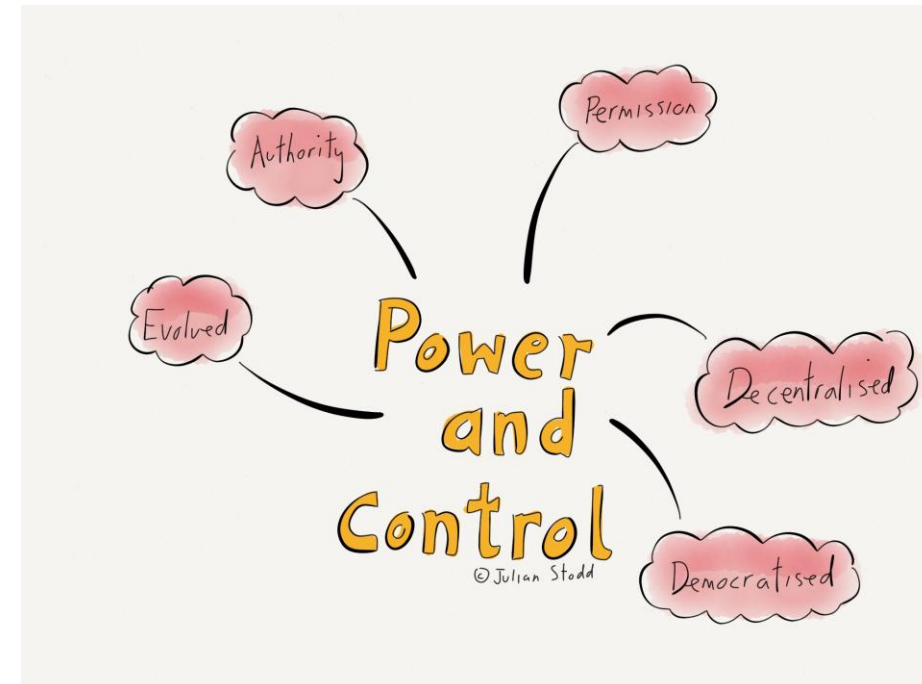
Signal Responses

- ❑ Make a signal response to help acknowledge small steps toward improvement by privately signaling the student.
- ❑ Avoid expressing your feelings like, “I am so proud of you!” Instead say something like, “**This is A+ work.**”
- ❑ Let the student signal the instructor when help is needed.



Don't Fall for the Control Game

- ❑ Avoid using if then contingencies, arguing, lecturing, threatening or trying to over control an affected student. Avoid raising your voice or exhibiting any emotion.
- ❑ We never know what type of trauma the student experienced so we must remain neutral and supportive.
- ❑ Remember to displace blame to objects or the schedule. When possible, concede control to an object such as a clock or the bell. *“Be ready to go when the bell rings,”* rather than, *“I want you to get ready to go”* Any time we express emotion the students often feed off of that emotion.
- ❑ Avoid all YOU NEED TO'S this is the worst directive we can give a student who is confrontational. Replace them with *“I'll know you are ready when”* all times possible.



- Be Clear On Who Handles Which Behaviors
- Provide Staff With Strategies
- Practice One – P. 10-12

Teacher vs. Dean vs. Attendance Managed Behavior

Teacher Managed Behavior

Attendance to class:

- Teacher reports on IMPACT*

Tardy to class:

- Teacher reports on IMPACT*

Behaviors to be logged by teacher:

- Excessive talking
- Insubordination
- Off task
- Passing notes
- Drinks/food
- Headphones
- Cell phones
- Missing homework
- Not prepared for class
- Inappropriate language
- Dishonesty
- Dress code
- Cheating/Plagiarism

Note:

All behaviors listed above become office managed behaviors after repeated violations and after teacher has tried to resolve the matter first in the classroom and with parent(s). See behavioral strategies sheet as a suggestive guide. If behavior becomes egregious and **SEVERELY DISRUPTS CLASSROOM INSTRUCTION**, it becomes a matter for the deans. Teacher annotates repetitive behavior violations.

Dean & Attendance Office Managed Behavior

Note: All Behaviors below are either outside the teacher's control or are safety issues that need office attention right away.

Attendance Office:

- Cutting class(es)
- Excessive tardiness to class/school
- School Attendance
- I.D. (safety issue)

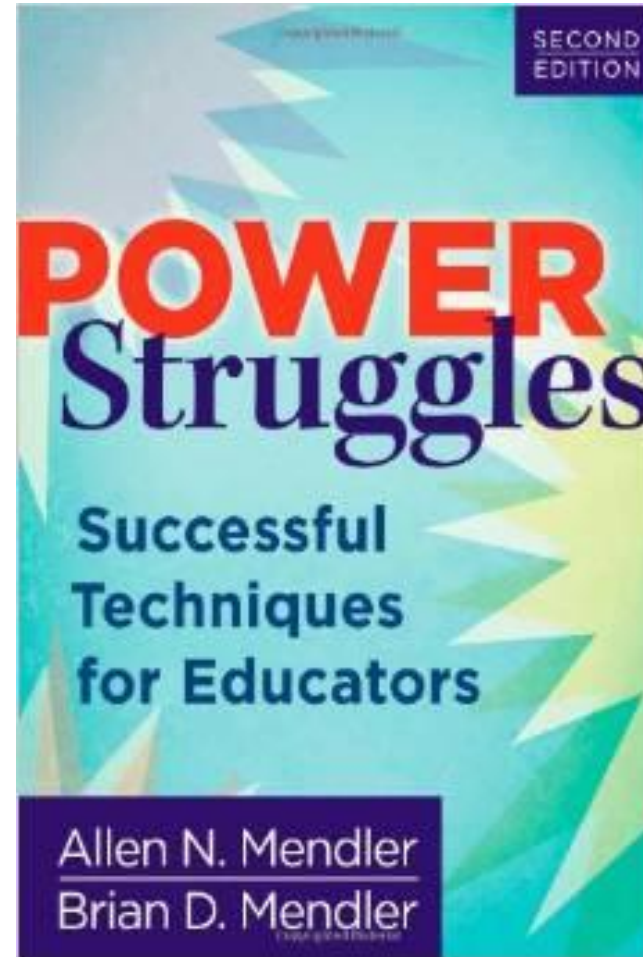
Generally, all attendance matters are handled by the attendance office. Non-attendance behaviors are referred to the deans.

Deans Office:

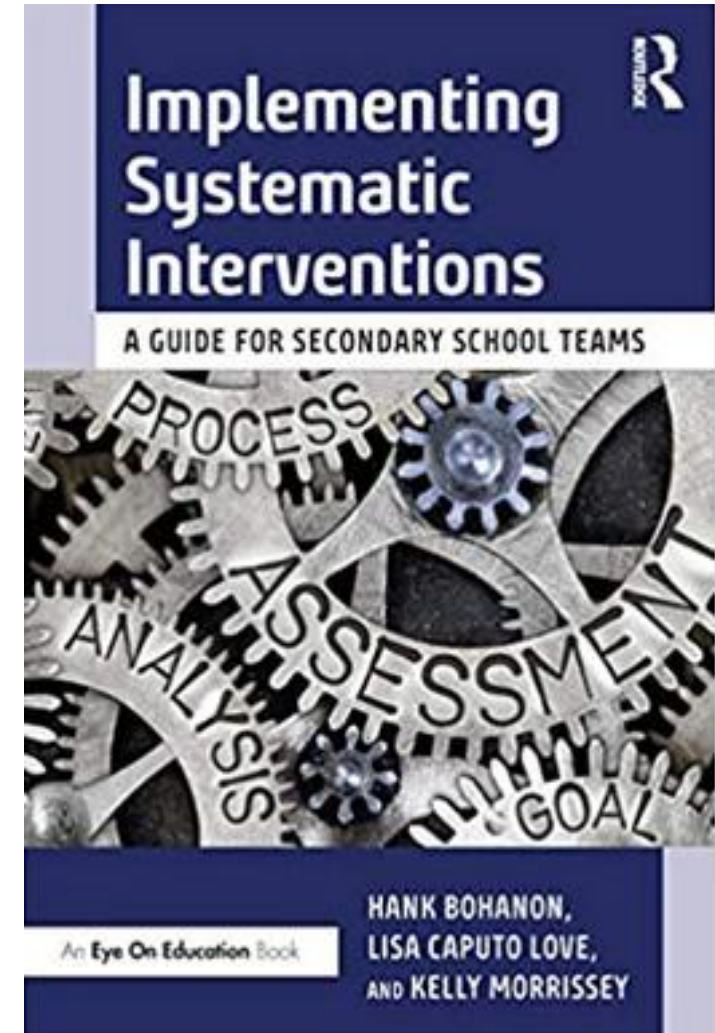
- Repetitive minor offences. (Accompanied by log)
- Fighting
- Vandalism
- Verbal/Physical Threat
- Gang Representation
- Drug Violation
- Arson
- Hallway Disruption
- Harassment (Sexual/Bullying)
- Assault
- Weapons

Strategies

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



For more on connecting
intensive supports with
schoolwide interventions
Learn More ([link](#))



References

- 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.
- Missouri PBIS Network (Accessed, 2025). *Positive Behavior Support Planning Checklist and Teacher Self-Assessment*, In Tier 2 Team Workbook, p 27-28. Retrieved from <https://pbismissouri.org/wp-content/uploads/2018/05/MO-SW-PBS-Tier-2-2018.pdf>
- Reinke, W. M., Herman, K. C., & Stormont, M. (2013). Classroom level positive behavior supports in schools implementing SW-PBIS : Identifying areas for enhancement. *Journal of Positive Behavior Interventions*, 15(1), 39-50. <https://doi.org/10.1177/1098300712459079>