**Connecting Students to Systemwide Supports**

**Session Workbook**

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**BUILDING EXPECTATIONS**

**Sample Lesson Plan**

**Objective:** Students will be able to identify and demonstrate respectful behaviors in common areas when presented with a role play situation.

**Expectation:** Be Respectful

**Location:**  When talking with adults in hallways, classrooms, and assemblies.

**Activity:** Role play either with students or staff

**Why this is important:** Ask *“Why is being respectful to adults important?”*

(Sample responses include: People treat you the way you treat them, it’s nice, everyone is happier)

**Negative Example:**

Ask*“What does it look like to be disrespectful to adults?”*

(Sample responses include: yelling back, screaming, cursing, continue to talk)

**Positive Example:**

Ask *“What does it look like to be respectful to adults?”*

(Sample responses include: listening while others talk, using inside voice,

**Practice:**

Students practice negative example first then positive. Tell the students,

Say  *“We are going to practice the wrong and the right way to \_\_\_\_\_\_\_\_\_\_\_.” First, you are going to show us what being disrespectful looks like in \_\_\_\_\_\_\_\_\_\_\_\_\_\_. Then, we are going to practice it the right way.”*

Say *“Remember not to do anything that will get you sent to the office or sent home. Also, remember when I raise my hand you are to stop what you are doing! When I raise my hand what are you to do?”*

**How will you know they have learned the skill?**

*“OK, great job! We will be looking for these sorts of behaviors in the fall. If you follow these expectations, you will have a much better experience at Senn. Thank you and good night Las Vegas.”*

**Next Steps:** Practice or discuss other situations *“what should you do if asked for your ID in the hall?”*

**BUILDING EXPECTATIONS**

**Sample Lesson Plan**

**Objective:**

**Expectation:**

**Location:**

**Activity:**

**Why this is important:**

**Negative Example:**

**Positive Example:**

**Practice:** Students practice negative example first then positive. Tell the students, “Remember not to do anything that will get you sent to the office. Also, remember when I raise my hand you are to stop what you are doing! When I raise my hand what are you to do?”

**How will you know they have learned the skill?**

(short term and long term)?

**Next Steps:**

**Checklist for teaching expectations**

|  |  |
| --- | --- |
| **Activity for teaching \_\_\_\_\_\_\_\_\_\_\_**  **(list the expectation being taught)** | **Yes= 2 Good Start = 1 No = 0**  **Comment for additional practice** |
| Was the schoolwide expectation explicitly stated? |  |
| Was the location where the behavior is to be carried out identified? |  |
| Was the teaching method clear (e.g., discussion, role play) |  |
| Was a prompt given to discuss why this expectation was important? |  |
| Were students asked for negative examples of the expectation? |  |
| Were students asked for positive examples of the expectation? |  |
| Were the students allowed to practice the negative, then the positive behavior? |  |
| Did the teacher pre-teach prompts (e.g., when I raise my hand, stop yelling), to stop inappropriate role play (e.g., show what … does not look like), and were limits of behavior set? |  |
| Did the teacher pre-teach limits for the negative role-play (e.g., remember not to do anything that will get you thrown out of class)? |  |
| Were the students provided with feedback about their performance and perhaps additional practice in another situation? |  |

**Total Points:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Percentage:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PBS Consultant:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher has reached a proficiency level of 90% or better \_\_\_\_\_\_\_\_\_\_\_\_**

**Yes/No**

**Acknowledging Students for Good Behavior**

* Try to use a 5 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 the desired behavior
* Be genuine: Convey sincerity with tone of voice and body language, message, and choice of behavior to acknowledge (avoid patronizing students)
* Use vicarious reinforcement: acknowledge a student who is meeting your expectation when others are not: “I really appreciate how productive group one is being right now, you all have your books open and are taking notes”
* Make the activity relevant: If the content of an academic activity is meaningful and interesting for students, it is rewarding for them to behave well and participate. For example, for math class, allowing them to complete word problems to figure out how to save money for a video game system (Xbox, PlayStation, etc.)

**Pop quiz**: What do you have available to you that would help you reinforce students in a specific, immediate, genuine way? (Hint: Think School Store)

Types of acknowledgment:

Immediate/Frequent:

Intermediate (weekly?) – homework example

Large scale, school spirit oriented (school picnic?)

**Acknowledgment Practice (adapted from SHS)**

**Caring, Academically Engaged, Respectful, and Responsible (C.A.R.R.)**

**Give an example of how to use acknowledgment in each scenario**

*Situation 1: Mr./Ms. “Can I borrow a pen, pencil, paper, and ruler?”*

*Student volunteers materials to a fellow student, being “caring.”*

**Situation 2: *It’s time to start your activity, but only a few students are seated and ready to work****.*

Situation 3: *Student (without prompting) disposes of trash, being “responsible.”*

Situation 4: *You walk into the hallway and make eye contact with a student wearing a hat/headphones/out-of-code clothing.*

**Situation 5: *You observe a student rushing to class/group to avoid being late.***

Situation 6: *You observe a student assisting staff or another student positively, being “caring.”*

**Situation 7: *A student uses inappropriate language and apologizes for his faux pas, being “respectful.”***

Situation 8: *A student who is usually without an ID, out of dress code, or is habitually tardy arrives at class compliant, being “responsible.”*

Situation 9: *Any unsolicited acts of kindness, being “caring.”*

**Situation 10: *Your students are working on a very engaging project in small groups. One of the groups is off task and getting a little too loud.***

***Situation 11: You expect that everyone raises their hand “respectful” to get the speaker’s attention, one student is yelling out for you, and a few a raising their hands.***

Simple statements such as “good job” or “thank you for being respectful when you…” are great too. Just remember to be specific about what it is that you appreciate. What is rewarded is usually repeated.

**Table 14.2 *Strategies for Increasing Teacher-to-Student Engagement***

| **Strategies for Increasing Teacher-to-Student Engagement**  *Rank order the strategies by preference* |
| --- |
| \_\_Laughing with students (not at students)  \_\_Giving students a choice on how to respond to assignments  \_\_Providing an out of desk greeting  \_\_Asking about life events like sports (not about their girlfriend/boyfriend)  \_\_Asking students why they answered a certain way  \_\_Delivering specific praise (e.g., thanks for being on time)  \_\_Providing approval statements  \_\_Using positive non-verbal gestures (e.g., thumbs up) to specific students exhibiting expected behaviors or the entire class as a whole  \_\_Giving students more chances to respond during class (e.g., pair-share, fist-to-five)  \_\_Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Note: Strategies adapted from [Allen et al. (2013)](#LinkManagerBM_REF_HyC9ICcU), and [Cook et al. (2017)](#LinkManagerBM_REF_G4DdoWTM).

**Great Resources for Universal Design of Learning**

**Technology**

* Suggestions for using ChatGPT to adapt reading for students ([link](https://mcie.org/think-inclusive/how-chatgpt-and-other-ai-tools-can-transform-special-education/))
* Specific tools for adapting reading using AI ([link](https://ciddl.org/three-free-easy-tools-to-support-tiered-reading-in-your-classroom-2/))
* Creating images to illustrate points in the class using AI ([link](https://ciddl.org/image-generating-ai-and-implications-for-teacher-preparation/))
* Using AI for grading and lesson planning ([link](https://ciddl.org/inclusive-intelligence-the-impact-of-ai-on-education-for-all-learners/))
* Ludia – AI for UDL. Describe your classroom and student needs and it will provide suggestions. It will also develop resources and assessments you can use with your students ([link](https://poe.com/Iudia)). Link for more information ([link](https://secure.smore.com/vcpmk))
* UDL and math support ([link](https://ciddl.org/assistive-technology-solutions-to-support-math/))
* Using AI to support literacy and writing ([link](https://ciddl.org/ai-to-support-literacy/))

Incorporating preferred content

* Montana - Agriculture in the Classroom, standards-aligned lesson plans and material ([link](https://montana.agclassroom.org/))
* National Agriculture in the Classroom – find more resources for incorporating agriculture into the classroom ([link](https://agclassroom.org/teacher/))

**Professional Development on Redirection**

* Think of a student who is off-task
  + What are they doing that is okay?
  + If a student was in a white shirt but did not have an ID, what could you say first before asking about the ID?
* When stopping a student in the hall, what happens when you don’t use the techniques below?
  + **Use privacy, eye contact, and proximity** when correcting
  + **Start with something positive** – what are they doing right? Or what is the student next to him doing that is right? Praise that behavior specifically.
  + **Assume the student did not know the expectation** (assume innocence until proven guilty)
  + **Use humor** – this is not sarcasm (e.g., you know, sometimes my arms just fly around too, are you OK now? – Is this really being safe in the hall?)
  + **Stay out of content** when you ask for something or give a direction. When the students say “why” or “who are you” then simply wait a moment and repeat the direction. You must be willing to wait it out, if not, do not use this!
  + **End with a teachable moment**, “Was that an example of being safe?” “What did you need to do instead?”
* When attempting to redirect groups, have you tried the following?
  + **Acknowledge those who are on task**. When the rest come back, thank them. The same can be done for individual students: look for anything they are doing right, and point that out. When they stop problem behavior, thank them for their self-control without being told (Hint: Start with something positive).
  + **Stop, wait** for instructional control, **remind, and re-teach** expectations.

**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 |

**Practice Chart for Responding to Problem Behavior in the Classroom**

|  |  |
| --- | --- |
| **Teacher Managed** | **Administrator Managed** |
|  |  |

**Review the MOPBIS Tier-One in the Classroom Checklist**

1. Review the checklist ([link](https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://pbismissouri.org/wp-content/uploads/2018/08/T2-Ch.-1_Positive-Behavior-Support-Planning-Checklist-And-Teacher-Self-Assessment.docx&ved=2ahUKEwiQj-XEzdiHAxX0hq8BHfmZF90QFnoECBkQAQ&usg=AOvVaw2Buqo8vCLkROQTGWrV0QJx))
2. Identify three areas of strength from your review**.**

|  |
| --- |
| **1.**  **2.**  **3.** |

1. Identify one area for improvement.

|  |
| --- |
| **Priority for improvement:** |

1. Identify specific next steps to support your students based on this step.

|  |  |  |  |
| --- | --- | --- | --- |
| **What** | **Who** | **When** | **Status** |
|  |  |  |  |