Creating Engaging Classroom Settings
through Schoolwide Approaches in Secondary Schools

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https://www.facebook.com/hank.bohanon

We All Need Support

Hang in there!

Powerpoints: Enduring Understandings

We need each other to accomplish the goal of improving outcomes

We need to **use data** to plan for interventions

Teams should able to identify the components of developing an **effective school climate**

Essential Questions

- How do you **organize systems** to enhance the support in your environment (e.g., human, financial, structural)?

- What are effective ways to **encourage teams** to work together efficiently and effectively?

- What are the components of effective school environments? How do these components connect with an **effective instructional model**?
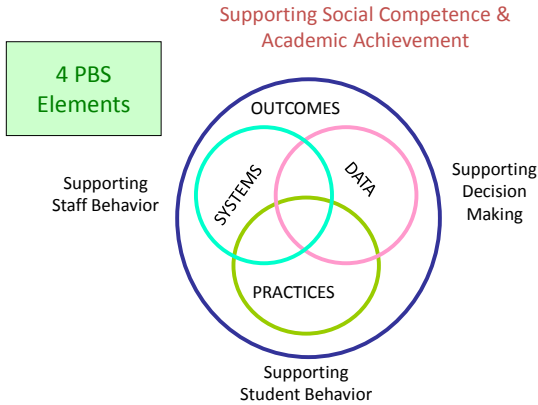
Thank you!

- LFCC Education Consortium
- Workforce Solutions
- Clarke County
- Frederick County
- Page County
- Shenandoah County
- Warren County
- Winchester City

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)

Exploring Stage

Building the plane video

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4 PBS Elements

Supporting Social Competence & Academic Achievement

OUTCOMES

SYSTEMS   DATA

PRACTICES

Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior

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_Groban
http://www.inmagine.com/searchterms/private_jet.html
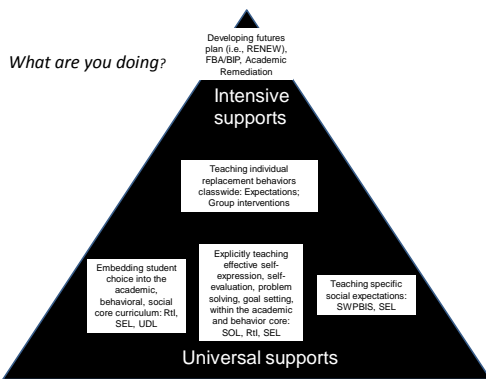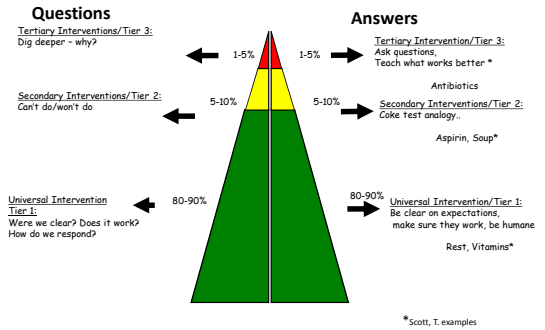

Key Principles

When did you get in trouble when you knew better?

Key Principles

Incidental Benefit

Schoolwide

Schoolwide

Punishment

Reinforcement

Shaping

Reinforcement

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

Questions

Tertiary Interventions/Tier 3:
Dig deeper – why?

Secondary Interventions/Tier 2:
Can't do/won't do

Universal Intervention
Tier 1:
Were we clear? Does it work?
How do we respond?

Answers

Tertiary Intervention/Tier 3:
Ask questions,
Teach what works better *

Antibiotics

Secondary Interventions/Tier 2:
Coke test analogy..

Aspirin, Soup*

Universal Intervention/Tier 1:
Be clear on expectations,
make sure they work, be humane

Rest, Vitamins*

1-5% 1-5%
5-10% 5-10%
80-90% 80-90%

*Scott, T. examples

What are you doing?

Developing futures plan (i.e., RENEW), FBA/BIP, Academic Remediation

Intensive supports

Teaching individual replacement behaviors classwide: Expectations; Group interventions

Embedding student choice into the academic, behavioral, social core curriculum: RtI, SEL, UDL

Explicitly teaching effective self-expression, self-evaluation, problem solving, goal setting, within the academic and behavior core: SOL, RtI, SEL

Teaching specific social expectations: SWPBIS, SEL

Universal supports

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

Ask before you tell: Gathering Information

- See Handout: *Exploring Some Other Schools (academic/behavior support)*
  - What is working well?
  - Next steps?
- What connections do you make?

- Any suggestions for addressing "Next Steps"– write on poster – add your school name

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Buying a car

- List out the steps you took last time you bought a car...

bestig.blogspot.com

Steps

Consider Needs

Research

Sample

Not First!
Sign Up
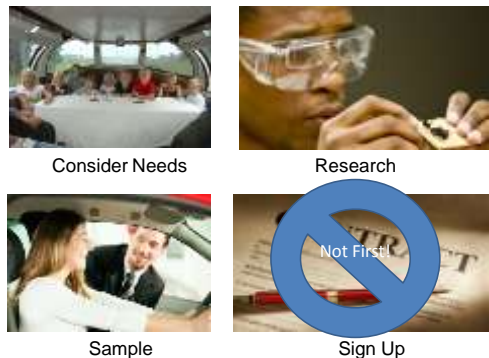
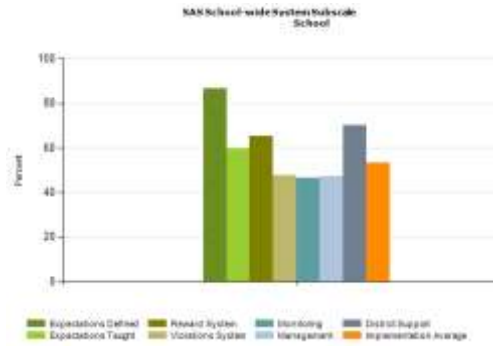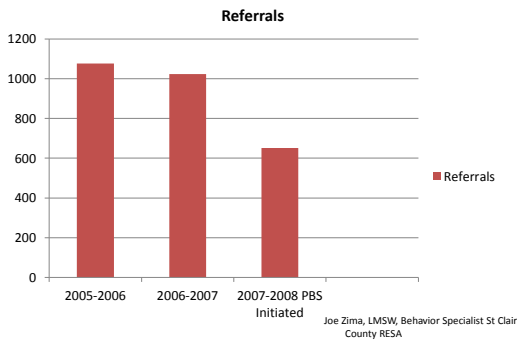## What do we know about implementation

- 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
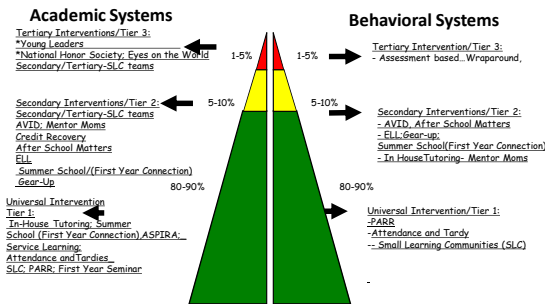 - Initial Implementation

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

- Align administrative supports with strategies
- Students within special support needs
- **Need for increased school spirit**
- Distribute roles
- Parental involvement

See example of questions: http://www.hankbohanon.net (Resources tab)

Show Similar Example

Referrals

Joe Zima, LMSW, Behavior Specialist St Clair County RESA

SAS School-wide System Subscale School

PBS Self-Assessment Survey – www.pbis.org

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

Academic Systems

Tertiary Interventions/Tier 3:
*Young Leaders
*National Honor Society; Eyes on the World
Secondary/Tertiary-SLC teams

Secondary Interventions/Tier 2:
Secondary/Tertiary-SLC teams
AVID; Mentor Moms
Credit Recovery
After School Matters
ELL
 Summer School/(First Year Connection)
 Gear-Up

Universal Intervention
Tier 1:
 In-House Tutoring; Summer
School (First Year Connection) ASPIRA;
Service Learning;
Attendance and Tardies
SLC; PARR; First Year Seminar

Behavioral Systems

Tertiary Intervention/Tier 3:
- Assessment based... Wraparound,

Secondary Interventions/Tier 2:
- AVID, After School Matters
- ELL;Gear-up;
Summer School(First Year Connection)
- In HouseTutoring- Mentor Moms

Universal Intervention/Tier 1:
-PARR
-Attendance and Tardy
-- Small Learning Communities (SLC)

1-5%   1-5%
5-10%   5-10%
80-90%   80-90%

ODR's Per Month Totals

ODR's Per Day, Per Month, Per 100 Students, Per Average Daily Enrollment

What are our priority months for support?

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)
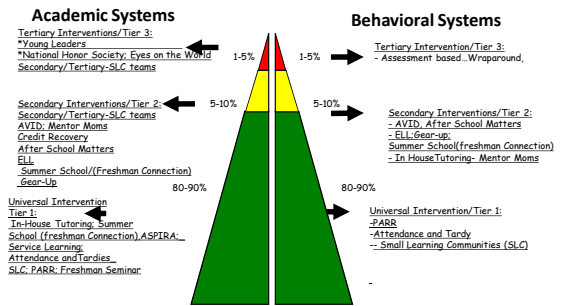 **77,400 Minutes** = **1,290 Instructional Hours**

Question

- *Given these example, what are some ways you can "ask before you tell" to obtain, maintain, or increase buy-in from staff?*
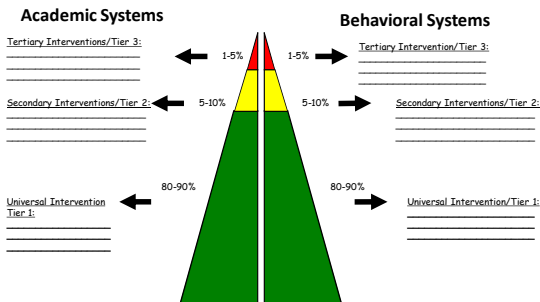
Work smarter and effective teams in school settings

Duck video

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

Academic Systems

Tertiary Interventions/Tier 3:
*Young Leaders
*National Honor Society; Eyes on the World
Secondary/Tertiary-SLC teams

Secondary Interventions/Tier 2:
Secondary/Tertiary-SLC teams
AVID; Mentor Moms
Credit Recovery
After School Matters
ELL
 Summer School/(Freshman Connection)
 Gear-Up

Universal Intervention
Tier 1:
 In-House Tutoring; Summer
School (freshman Connection),ASPIRA;
Service Learning;
Attendance andTardies
SLC; PARR: Freshman Seminar

Behavioral Systems

Tertiary Intervention/Tier 3:
- Assessment based...Wraparound,

Secondary Interventions/Tier 2:
- AVID, After School Matters
- ELL;Gear-up;
Summer School(freshman Connection)
- In HouseTutoring- Mentor Moms

Universal Intervention/Tier 1:
-PARR
-Attendance and Tardy
-- Small Learning Communities (SLC)

1-5%   1-5%
5-10%   5-10%
80-90%   80-90%

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

Academic Systems

Tertiary Interventions/Tier 3:
_____
_____
_____

Secondary Interventions/Tier 2:
_____
_____
_____

Universal Intervention
Tier 1:
_____
_____
_____

Behavioral Systems

Tertiary Intervention/Tier 3:
_____
_____
_____

Secondary Interventions/Tier 2:
_____
_____
_____

Universal Intervention/Tier 1:
_____
_____
_____

1-5%   1-5%
5-10%   5-10%
80-90%   80-90%

See example   **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					

Healthy Team Functioning

Integration of Efforts
MTSS
Silos are OK, let's make some bread

Defining yourself - Handout

- What do you value as a team?
- What does this mean working together?

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

PARR meeting guidelines

Please avoid:	Please do:
• Discouraging participation of others in and out of meetings	• Leave each meeting with a task to do and report back on the next time
• Eye-rolling, finger pointing, loud or aggressive tone of voice, "snapping"	• Stick to the agenda
• Dominance of one voice when discussing an item	• Start and end on time
• Sarcasm	• Be aware of paralanguage (facial expressions, tone of voice, etc.) and its impact on meeting climate
• Straying from the agenda	• State any barriers or concerns respectfully, and accompany them with a suggestion for improvement
• "Venting" or storytelling	
• Bringing up individual names when discussing a negative example (students or staff)	• Be sure multiple voices are heard ("share the mic." And ask for input)
• Acting as a spectator (no real participation)	• Limit discussion to task completion
• Making judgmental or intimidating comments (eg. "That's a bad idea")	• Designate a note taker
• Allowing a disagreement to escalate or take up more than five minutes of meeting time	• Honor the direction of the facilitator (Grace B.)
	• When giving feedback, acknowledge the idea without negative adjectives, then offer an alternative

Reflection

- Rate the health of their teams on each item
  - (use Effective Meetings slide)
  - 5 positive things are going great
  - 1 not at all and we need to work on this
- Choose one area to address
  - See *Meeting Facilitation Rubric* for more detail

Installation and initial
implementation
Using data
Preparing for your core

Career Builder

Question

- *If these were your data, how would you respond? (see workbook)*

SET Data School 2 (year 1)

School-wide Evaluation of PBS
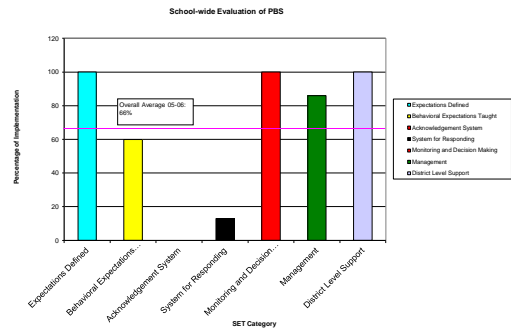
Top 3 Minor Infractions by Grade Level Per 100 Students
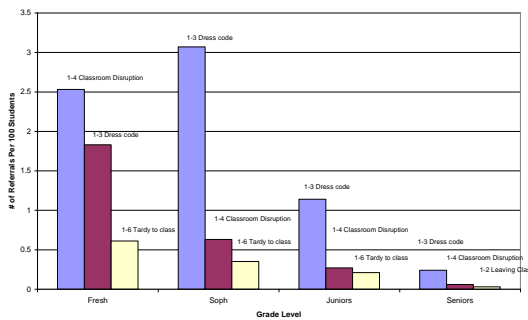
Top 3 Reasons for Major Referrals Per Every 100 Students

ODRs by time
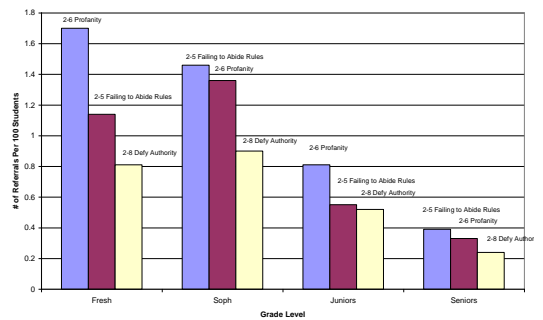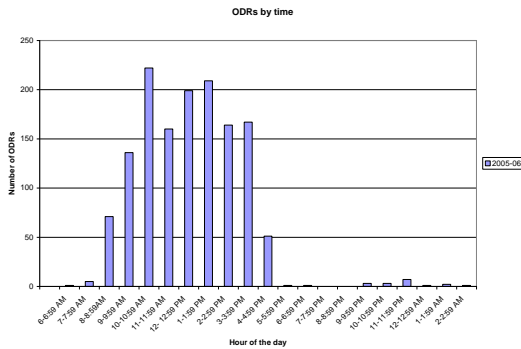
Priorities

- 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

Separate Data Sets

Combined Data Using Vlookup in Excel

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

See YouTube examples: http://www.youtube.com/watch?v=wH6jPVHnc9Q

Staff Google Document

Keri Applebee, Associate Principal, Lincoln Southwest High School, NE

Results of student survey

Keri Applebee, Associate Principal, Lincoln Southwest High School, NE

Reflection

- Review "Stages for implementation"

- Given your current setting –where are you in the Exploration Phase/Installation? –

- What might be some key experiences you can use to bring your staff along?

Effective School Environments

Career Builder

Gallery Walk

- Walk until music stops – what do you do well?
  - Structure to learning (e.g., syllabus, routines)
  - Teaching expectations
  - Engaging content – environment
  - Acknowledging (students/staff)
  - Policies and Redirection (e.g., tardy, train staff)

Reflection

- See Handout "Supportive Environments Quiz"
- Take the quiz

School Connectedness: Social and Emotional Learning

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

Factors

- Graduation
  - Passing Year 9 English, Algebra 1

  National High School Center, National Center on Response to Intervention, and Center on Instruction (2010)

  - School Connectedness – lack of leads to
    - use substances
    - engage in violence
    - initiate sexual activity at an early age

  McNeely, Nonnemaker, & Blum (2002)

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)

McNeely, Nonnemaker, & Blum (2002)

Ferris Bueller – the non-example video?

Classroom

Tell me about your favorite class and teacher

Components of Effective Classroom Settings

- Maximized Structure
- Post, teach, model reinforce expectations
- Active engagement
- Varity of ways to acknowledge
  – Including success!
- Continuum of ways to respond

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

What do you include in your course syllabi?

Critical Source Book
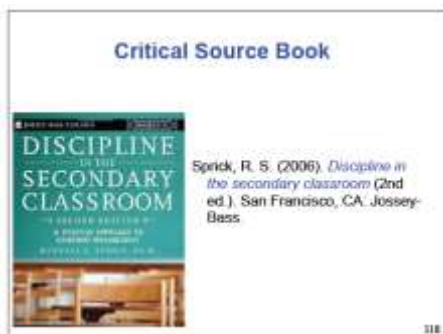
Sprick, R. S. (2006). *Discipline in the secondary classroom* (2nd ed.). San Francisco, CA: Jossey-Bass

Mark Shinn (http://markshinn.org)

The Syllabus

• Goals	• Materials
• Contact information	• Assignments (returns)
• **Success Traits**	• Due dates
• **Rules/expectations**	• Late, missing work
• Activities	• Communication
• Grades/Status	• Ending class
• Procedures	• Consequences
• Entering	• **Model projects**
• Tardy/Absence	• **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)

Planning

- See example
- What connections can you make for your staff?

Teaching Expectations

High School Football?

Learning through punishment

Teaching Expectations

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

See lesson- Blank!! Possible Example
Teaching Story 1 or Pre-Teaching
Student example from football

Examples
- Staff orientation meetings
- Handbooks
- Lesson plans
- Syllabus
- Posters
- Booster sessions
- Pre-correct/remind

Fruita Monument Example

Alignment

- Common Core (National)
  - Key areas
    - College Readiness
    - Math
    - Language arts/English
      - http://www.corestandards.org/about-the-standards
- Social and Emotional Standards (SEL)
  - Self-awareness and self-management skills
  - Social-awareness and interpersonal skills
  - Decision-making skills and responsible behaviors
    - http://education.qld.gov.au/studentservices/protection/sel/
    - http://www.isbe.net/ils/social_emotional/standards.htm

See examples from core?

Aligned with Speaking and Listing Literacy National US Standards

CPS Matrix Aligned with Common Core Standards – See http://www.hankbohanon.net

Sample Classroom Matrix

Figure 2. Classroom routine matrix

Newcomer (2009)

Which of these behaviors would you like to address?

Shawnee Mission Schools, KS

Shawnee Mission Schools, KS

Shawnee Mission Schools, KS

Shawnee Mission North Football Jerseys

Locker Song to Ho, Ho, Ho..

• See Handout: Matrix for Laptops and Desktops

• First ones done, first ones to check out

Prepare your staff

• http://vimeo.com/14818677 and Huntsville Cafeteria video

• See check list in handbook, what did you see?

• 2 minutes..What does PBS look like…

• *How are you teaching expectations?*

Change Point Analysis: 2005-2008

Possibly the booster for students and PD for staff in Jan/Feb 2007
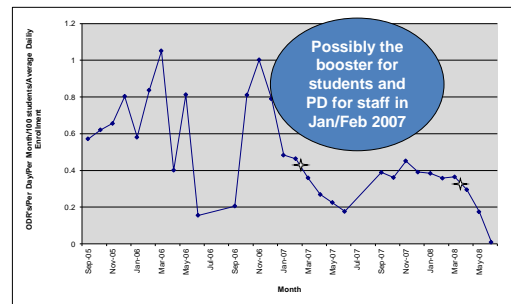
Planning

• See example lesson plans on website
• How are you going to prepare your staff to teach expectations?
• What types of behavior? What times of year to teach?

Acknowledgement

Cheerleading Video?

Earned this bag on SW…

Acknowledgement…

- As part of schoolwide approach, can lead to improved performance
  - Improved attendance (de Baca, Rinaldi, Billig, & Kinnison, 1991).
  - Reductions in discipline problems (Bohanon et al., 2012)
- Functional outcomes are important
  - Relevant curriculum
  - Social connection (Dunlap, Foster-Johnson, Clarke, Kern, & Childs, 1995).

Other Advantages of Praise

Decreases in emotional exhaustion

Higher efficacy

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

Photo by Josh Thompson

Video

- See examples of why this is important
  - One page document "Acknowledging Students for Good Behaviors"
  - Cool tool
  - *What are your doing around acknowledgement?*
  - *Zappos example?* See short example video 0-1:36; 2:17-2:32

High Frequency

Buzzy Buck

Teacher Rewards Program

STAR BUCKS
OBERLIN HIGH SCHOOL
TEACHER REWARDS
REDEEMABLE IN FRONT OFFICE
Larry Alexander
Principal

Tonya Ryder, Assistant Principal
Selena Gomes, Graduation Coach / Teacher
Oberlin High School, LA

2 – Soft Drink

3 – Candy Bar

5 – Preferred Parking

8 – Free Lunch

10 – No Bus Duty

15 – No Morning or Lunch Duty

20 – Extra Planning Period

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

CHUCK HANSEN, Principal
AMY PALMER, Teacher
SULPHUR HIGH SCHOOL, LA

Intermediate

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 17th at 11:00am!

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

Gold and Silver ID Cards

Timber Creek High School, FL, JOHN WRIGHT, PRINCIPAL

Large Scale

Tonya Ryder, Assistant Principal
Selena Gomes, Graduation Coach / Teacher
Oberlin High School, LA

CHUCK HANSEN, Principal
AMY PALMER, Teacher
SULPHUR HIGH SCHOOL, LA

1st Six Weeks Party –

A Night in Paradise…

Tonya Ryder, Assistant Principal
Selena Gomes, Graduation Coach / Teacher
Oberlin High School, LA

Teacher earns vacation

Timber Creek High School, FL, JOHN WRIGHT, PRINCIPAL

Certificate of Appreciation

Teaching Spartan of the Month

In recognition of excellence in teaching,
_____ is awarded this certificate for devotion
to the students, commitment to learning, and
dedication to the core values of R High School.

_____
Date

R324A070157

_____
, Principal

From Susan Barrett

Increasing use of Feedback with Behavior Specific Praise Statements

COOL TOOL: Feedback with Behavior Specific Praise Statements

Think of a student behavior you would like to increase in your classroom. Record one behavior specific praise statement you could use. _____

Make a prediction: What do you think is your current ratio of specific positive feedback to negative feedback/reprimands?	Collect Data: What is your current ratio of specific positive feedback to negative feedback/reprimands?	Goal: What goal will you set for yourself?

What steps will you take to reach your goal (refer to Cool Tool for ideas)?

From Susan Barrett

Matrix

- See example
- How will you prepare your staff?
- Think through levels of acknowledgment for students and faculty.

Engagement and Opportunities to Respond

Non-example – Ferris
Jeff Bliss Video Example

Instructional/Emotional Support

Laughing with students

Failure rates from 17% to 11%

ce of responding

Out of desk greeting

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

Ask about events

Ask "why"?

Example

- *What connections do you make with behavior and your instructional model?*
- Schoolwide examples

  https://www.youtube.com/watch?v=y0H5XsZ1gzA

- See example, how is this teacher preventing problem behavior through engagement?
  – See steps in handout
  – https://www.youtube.com/watch?v=zxTuPVtayOI

Redirection and Active Supervision

JcPenny's does this very well

How some mom's handle the pressure video – Whitney Young

McClatchy Students Video, Dean?

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:

Be at post
Escort students
Brief interactions
(Johnson-Gros et al., 2008)

Appropriate way to enter the classroom:

See article about hallways @
http://hankbohanon.net
on publications page

SWIS OFFICE REFERRAL DEFINITIONS

Problem Behavior -Teacher Referral:	Definition
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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Support Staff: Preventing and Responding

- Teach skills for prevention
  - Good classroom instruction
  - Non-classroom settings
- Teach skills for redirection
  - Classroom
  - Non-classroom settings
- See Handout "Professional Development on Redirection"

Videos

What does PBIS Look Like? – Active Supervsion..opennnig
Redirection examples 6.12 mins
http://vimeo.com/14818677


Videos

- Michael Kennedy
- http://vimeo.com/14818677
  - See What does PBIS Look Like? – Opening, Redirection examples 6.12 mins
- Other tools

Resources

- Year-at-a-glance
  - http://www.hankbohanon.net/Resources_1.html
- Training script for booster for staff
  - http://www.hankbohanon.net/Resources_1.html

Strategies

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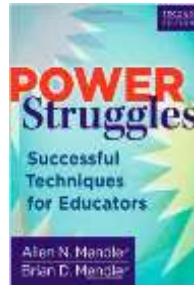
Classroom Management

- Knoster, T. (2013). *The Teacher's pocket guide effective classroom management* (2nd Ed.)*, Baltimore, MD: Paul H Brookes

Addressing Tardies

- Start on Time!
- Randy Sprick

http://www.pacificnwpublish.com/home/pnp/page_38_14/start_on_time_safe_transitions_and_reduced_tardies.html

Data

- Using data from the school's perspective http://buff.ly/1Fex5hb
- Helping teachers collect data on their teaching to improve instruction buff.ly/1G0wwYY
- Toolkit for data decision making fb.me/6z6iyxCU2
- 8th and 9th grade GPA and Attendance are predict drop out. http://fb.me/7sCfLI2QD
- Data dashboard – webinar and examples http://bit.ly/1FFbzEm

Student Engagement

- Webinar on using data to improve student engagement http://fb.me/4vHawmKtz
- Webinar for increasing student engagement through real world projects http://bit.ly/1K5ZplN
- Assessing school climate webinar http://bit.ly/1IRJgBH
- Online survey: student hope, engagement, belonging, and classroom management.... http://fb.me/2bX9tbQh4
- Teaching algebra in middle and high school http://buff.ly/1CqNf2c

Where are you?

- Complete
  - Classroom management self-assessment
  - http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=164
- Free training on active supervision (limited time only)
  - https://www.irised.com/freecourse&?utm_source=IRIS+Educational+Media+Mailing+List&utm_campaign=9d73acd430-FREEprog_SysSupEvElem_8_5_2014&utm_medium=email&utm_term=0_cb7ab95a8b-9d73acd430-291122974#.U-U6UPldWSq

Resources

- State Implementation & Scaling-up of Evidence-based Practices Center
  - http://sisep.fpg.unc.edu/
- Kotter, J. (1995). Leading change: Why transformation efforts fail. *Harvard Business Review, 73(2*), 59–67. Retrieved from http://hbr.org/
- http://www.hankbohanon.net/Resources_1.html

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
- More Video Example
  - http://vimeo.com/groups/pbisvideos

Other Supports

- Defusing Disruptive Behavior in the Classroom
  - Geoff Colvin http://www.lookiris.com/store/K-12_Professional_Development/Defusing_Disruptive_Behavior_in_the_Classroom/
- Classroom management training
  - http://pbismissouri.org/class.html
- The FAST Method
  - http://www.lookiris.com/store/K-12_Professional_Development/The_FAST_Method_ONLINE/

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/ar/Integrating-Behavior-and-Academic-Supports-Within-an-RtI-Framework-General-Overview
- National Center on PBIS
  - http://www.pbis.org
- Association of Positive Behavior Support
  - http://www.apbs.org
- CASEL – SEL Center
  - http://casel.org/
- Direct behavior rating
  - http://www.directbehaviorratings.com/cms/

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- Morrissey, K. L., Bohanon, H., & Fenning, P. (2010). Positive behavior support: Teaching and acknowledging behaviors in an urban high schools. *Teaching Exceptional Children, 42*(5), 26-35.
- National High School Center, National Center on Response to Intervention, and Center on Instruction. (2010). *Tiered interventions in high schools: Using preliminary "lessons learned" to guide ongoing discussion*. Washington, DC: American Institutes for Research.
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More Resources

- Bohanon, H. (Accepted). Hallways and high schools: Changes in adult behavior to decrease disruption from students in non-classroom settings. *Intervention in School and Clinic* http://bit.ly/1HvjaT0
- Bohanon, H. & Wu, M. (In Press). Developing buy-in for positive behavior support in secondary settings. *Preventing School Failure, 58* (4), 1–7. doi: 10.1080/1045988X.2013.798774 **http://ecommons.luc.edu/education_facpubs/17/**
- Bohanon, H., Castillo, J., & Afton, M. (In Press). Embedding self-determination and futures planning within a schoolwide framework. Intervention in School and Clinic. http://ecommons.luc.edu/education_facpubs/16/
- Bohanon, H., Fenning, P., Hicks, K., Weber, S., Their, K., Akins. B., Morrissey, K., Briggs, A., Bartucci, G., Hoeper, L., Irvin, L., & McArdle, L. (2012). Case example of the implementation of schoolwide positive behavior support in a high school setting. *Preventing School Failure*, 56 (2), 92-103. http://ecommons.luc.edu/education_facpubs/7
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