

**TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”**

Segment 1 –Intro

MB: As educators that T-word, time, stands out because you hear that as you walk down the hallways. I wish I could do this but I need more time, I would like to do this, but time's an issue. So what we want to do today is show you some strategies, first we're going to look at the school-wide approach to a program called PBS, positive behavior support, and then we're going to talk about in the classroom, what are some of the things that you can back and do in August to maximize the instructional time that you do have.

I'm Monica Ballay, I'm the assistant principal at Denham Springs Freshman High.

With me today I have Wendy Allen, she teaches at Denham Springs Freshman High.

We have worked with this program at our school level, the district level and the state level. At your table there's a little bowl of materials. We would like everyone to get out the penny and pass it around and there is also a bowl of candy, please feel free to eat the candy during the presentation. But if you get out a penny and pass it around, it's hot glued to a piece of card stock.

And we want to get started this after with a little... two quick activities, this is the first one. So does everyone have a penny? Alright at your table there's some little handouts, we're going to read the directions to you. It says remember when. It says share the following with a partner at your table, your name, where you live, what grade and subject you teach. Note the date on the penny and share an event that happened in your life during that year. Now if you weren't born yet, make up a year okay. Normally in the classroom we have it hot glued to some card stock, and in the classroom we probably would have a little tent and you would go that table with that color.

TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”

The second quick activity we want to do before we begin the presentation is there's a nametag in that blue bowl. If everyone could take a nametag and pass it around, do not write your real name. Write a word or two and the key word is positive stated word or two that describes how you feel right now. Alright does everyone have their positively stated nametag and they have it on? If you look at... Wendy's content, I'm fishy. It is very positive, it's based on the fish philosophy and if you haven't read up on the fish philosophy it really goes hand in hand with this PBS program.

We've been doing the fish philosophy at our school for like two and a half years and it focuses on be there, choose your attitude, make their day and play. So it is a very positive word. The first two activities were imported because we want to set a positive climate and culture for this workshop. It's kind of like a little ice breaker, focusing on positive things. To get started we're going to do one more activity before we jump into going over to the PowerPoint presentation. Wendy and I have set the expectation for this workshop is to be respectful.

And what we need from you all is we're going to come up with three positively stated rules that support that expectation, but we need help from you. We need a positively stated rule that supports be respectful for our workshop. Would anyone like to share something... what's on their mind? Positively stated rule? We're so used to saying, no talking, yes mam?

FS: Pay attention.

MB: Absolutely, pay attention.

FS: Listen attentively.

MB: Absolutely, listen attentively and one more, one more, yes mam.

FS: Don't talk when somebody when somebody else is talking.

TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”

MB: Absolute... well... [all talking] that's negative.

FS: Talk in turn, take turns...[laughter]

WA: But what was important about what she said is do you see how easy it is for us as teachers to say, don't talk, don't do that, it's ingrained in us. And that's what this program is about, is saying, look we need to really refocus because we are so used to saying that. So we're glad to you said that. So we came up with... what did we come up with?

FS: Talk in turn.

WA: Talk in turn?

MB: Absolutely...

TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”

Segment 2 – What is PBS

MB: I must say this presentation today has several folds, the first thing we want to do, we're from Louisiana and as a state we've been looking at our data. And data is extremely important because it tells you a lot about what's going on. And it's important to look at several pieces of data. This particular piece of data is from our State Department and it shows the five year trend of the number of students suspended and expelled from 1999 to 2004. And one thing that jumps out is that it's increasing, that's a problem and if you look over to the past five years, it has increased by 50,000 students being suspended or expelled.

We always say one student to being expelled is one too many. Having a student out of school for being suspended is one too many. We need to have 'em in the classroom learning and that's maximizing instructional time we do have. The next piece of data came from the NAEP background and this says 44 percent of school officials reported that classroom misbehavior of 8th graders was moderate to serious. That's a lot, 44 percent is high. Nineteen percent of school officials report that physical conflict among fourth graders was at moderate or serious high. That's fourth graders. And when these fourth graders become eighth graders, it's a seven percent increase.

So if they became 12th graders, it would probably continue to increase. There was also a report done in 2004 called Quality Counts, Count Me In, by the federal government. And from that Louisiana ranked last in climate and culture, we were dead last. And these other statistics are even more important or as important, it says 90 percent of appropriate behavior goes unnoticed by students, by the teacher wow. So if you have 10 students right here and just one kid is misbehaving, the

TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”

other 9 kids are losing instructional time. So you've just lost 10 minutes, 10 minutes, 10 minutes, 10 times 29 students is 290 minutes lost due to one student's misbehaving.

And when those students come to the office, well when the teacher writes up the referral, it's about 10 minutes of time lost. When that student comes to the office, 20 minutes of time is lost by an administrator and that's a minimum. I know as an administrator sometimes I spend all day dealing with a student that was misbehaving. So if I have... my first year as an administrator, we had 800 referrals. So I did the math, 800 times 20 is 44.44 school days lost due to dealing with students misbehaving. So as we look at the data here in Louisiana, red flags go up. So you can ignore the data or you can say how can we work on this problem to fix it? And we have and this is what our legislature has done. They have passed a Juvenile Justice Act 1225 and basically what it says is that good behavior and discipline of students are central prerequisites for academic learning. And you're all in the classroom, you're teachers, you're administrators, you know that's true. And bad behavior or lack of discipline in many schools of the state are impairing the quality of teaching, learning and character development.

And we also know that's true. But in Louisiana they said that every school now must have a master discipline plan and in that master discipline you have to have positive behavior strategies for all grade levels. Our state did not say you have to do PBS, but PBS is a process that meets those components. So many schools in our state have chose to go through PBS. And at that point, let's talk about the goals. The goals of this workshop is to provide effective instructional strategies that will decrease inappropriate behavior in a classroom. We all want to know how to

TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”

decrease inappropriate behavior cause it's going to increase the instructional time which in turn increases the learning occurring by the students.

We have three different objectives today. Identify the components of school-wide and I'm going to stress that school-wide, SW, positive behavior support, as an effective instructional strategies. The first 20 minutes we're going to show you what does it look at a school-wide level and we've been doing it in our school for about a year and a half now, so we're going to paint a picture of what that looks like. Then the next part we're going to talk about how to use components of PBS in your classroom because some of you say, I like the school-wide PBS, but I know August is right around the corner, we can't do it that soon in my school.

Or I have to go talk to my administrator about it. So we want you to leave here today with strategies of how you can go back in your classroom in August and start using some of these strategies. And identify instructional strategies that are proven to be effective in decreasing inappropriate behavior. And I want to start off by reading this little saying here, it says if a child doesn't know how to read, we teach. If a child doesn't know how to swim, we teach. If a child doesn't know how to multiply, we teach. If a child doesn't know how to drive, we teach. If a child doesn't know how to behave, do we teach or do we punish?

Something to stop and think about, what... how have we been doing this in the school system? And it's important to stop and think about that and that's what this program is about, PBS, positive behavior support, focusing on the positive things going on around the school, the positive things the students are doing. And then to be proactive, to have things set in place that are going to prevent them from getting in trouble by having expectations, by telling them what you expect. About a year

TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”

and a half ago we were trained at the State Department of Education, Louisiana, on this program. So being in an all 9th grade school, they come in, they learn the program and they out.

So we actually started in mid-year in January, we got trained in October-November of 2003 and we decided to jump in in January and that's a decision we had to make. If we waited until August it was kind of a long span. So the best thing for us is we have data before, we have fall of 2003, no PBS. Then we have spring 2004 with PBS, so we have some good data before and after. And in this past year, we started in August, so we have a whole year of data of PBS. If you look at just the PBS, the positive behavior support, how long has that been used in our education system? Would someone like to guess, how many years? It's been in our education 25, 30 years. So a lot of you are saying, well I never heard of PBS before, he's like I never heard of that before. And as an administrator before I put my school through this and my teachers, I also did some research and I realized it has been in use 25, 30 years, but it's been used a lot in the special ed department and with younger kids, pre-intervention. Okay, the thing is it was working in the special ed departments, but as soon as you take those kids and you put them in inclusion in the regular classroom, in the cafeteria, in the hallways where that program is not in place, they're not being supported.

So as soon as you put the SW and you do it school-wide for all areas of the school, for all students, now those students who are being supported with the program and so are all the other students cause the foundation of this program is setting expectations. Tell them what you expect. You know when I was going through the interview to do this at my school, they said have you told your students how to

TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”

behave in the hallways? I'm like their 9th graders, they're in high school, they know how to behave or they should know how to behave.

Have you told them what you expect? No. Do you have it posted? No. And when I... then I started back and I thought to myself, maybe we should because when they don't do what we expect them to do, then we have consequences and we enforce our consequences. So that's what school-wide PBS makes you do, makes you stop and reflect on what you're doing. And as a school when you go to do this school-wide, the first and most important thing is faculty buy-in. Most of you are teachers and you agree you have a lot to do and if this program's going to work, show me how it's going to help me in the classroom.

And I agree, I was in a classroom, I was the same way, show me how this is going to help me and my students. And the key thing is if you decrease the inappropriate behavior, you're going to increase your instructional time which is going to increase learning for students. The second thing is it's based on data. As an administrator, my first year, I do half of the discipline at my school and I really couldn't tell you how many students I had for disrespect or uniform violations, I was guessing. But now after going through this program, I could tell you exactly how many students I have for disrespect, uniform.

And the most important thing is, I can identify the problem areas. So once I identify a problem area, I have to say is it the student, which a lot of times we just say it's the students. Or is it the system and we have noticed sometimes it was our system and we've changed our system as a result of that. Modify your discipline referral process, we have one, but the question is is it working effective and efficiently?

TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”

Maybe we need to change it out. We don't keep doing it because we've been doing it for 20 years, maybe it doesn't work as well as it used.

Establish school-wide expectation which Wendy is going to cover in a few minutes, but that's very important to tell them what you expect and then what you tell them to expect on August 1st, you've got to revisit every month, you've got to do booster sessions, they're not going to remember, you know, especially in January is when you need to revisit the most. And then an incentive program which Wendy's going to talk about in a few minutes, is important. As I talk to high school administrators more so, you know, do you have an incentives for students who are doing what they're supposed to?

And they're like, no. I'm supposed to recognize them for being good? Redefine your consequences, we have consequences, we'll always have consequences but when you stop and look at what we're doing, is it working in the classroom, is it working in the office? And then to monitor, evaluate and modify, it's a living program. It's really a process okay. I'm going to turn it over to Wendy, she's going to get more into the school-wide expectations.

TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”

Segment 3 – School-Wide Expectations

WA: This is the basic blue print if you will of what does the system really looks like. And so we're going to take you from start to finish to what we did at the school.

Remember we have 550 freshmen on campus, we only have them for a year, so we've got a unique perspective. We only have one year to really work with those kids. The very first thing the program asks you to do is to establish three to five expectations for your school. These are the four that we chose: be respectful, be responsible, be positive and be safe. So from there those are our four expectations and if you just kind of glance at them, you say, well that's kind of elementary.

It should be, they should not be long laundry lists with the biggest words that you can think of just because you're in high school. They need something very short and very sweet that they can very much fulfill and then get maybe rewarded for and if they don't, then they'll have consequences for. So these are really our magic four for our expectations. From there as Monica said earlier, we didn't have these things posted and when I went through this, I said the same thing. I said why should I tell a 9th grader how to act? And as soon as that thought went through my mind, the next thought came, because they don't know how or else I wouldn't be in this program.

You know you wouldn't be laughing at this moment or smiling and shaking your head. We all know if we wait sometimes for other people to teach them, it's just not going to happen, we're going to be waiting awhile. So what we did is, we had the students take ownership. We didn't want to just read them big long rules like everybody does and say okay, you abide by these rules, there they are. We wanted

TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”

them to take ownership and so in order to do that, here's what we did as far as school-wide. Every single teacher on our campus had a different area of campus. For example mine was the cafeteria, someone else had the hallways, someone else had the bus. If you were in my class I would say okay, I designate you the facilitator, someone the recorder and here are four expectations, remember we talked about be safe, be responsible, be respectful and be positive. Now you, as freshmen, you come up with the rules, just like we did earlier, that are positively stated that support each expectation only for the cafeteria. They found it very difficult to put it in positive terms because they're so used to being inundated with negative comments.

You know they would say okay, say... you know, don't put food where it's not supposed to be. And I would say that's negative, how can we turn that around and it's positive? Oh yeah, you're right. They're used to that same mentality and so it's eye-opening for them to say, how can we turn that around to be positive? So I did the cafeteria and again the whole school did this simultaneously for every area, even the restroom, even the bus area, every area. You want this to be done school-wide. From there, by the end of the day, we had come up with a bookmark, it wasn't anything fancy, we just ran it off on bright green color paper.

And we handed it out to every single student and that was our open line of communication. We said look guys, here's what all 550 of you freshmen came up with, here are all the rules for all the campus area. Now again there's not 50 rules for every single expectation, you want it to be short and sweet because they're not going to remember all those, it's too much for them. From there we created posters and what's key about these posters is, when you go into the hallway, you're not

TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”

going to see the cafeteria and you're not going to see the bus poster. They only need to see that area's poster because it's sensory overload again for them.

They see all those posters and all those rules, it's just one more thing to worry about. So when you walk into our hallway you'll see a hallway poster. When you walk into the restroom, you'll see a restroom poster on how to behave appropriately in the rest room because again, every area needs to be targeted because in every area they need to be told what we expect, so if they don't do that, then the consequences can come into play. So often before we would punish them and they would say, well I didn't know I was supposed to do that. You know let's face it, we recognize those straight A's, those honor rolls, those perfect attendance, we are great at recognizing those kids.

But what you'll learn through this program and what we learned is that there is a large group of kids that work their tails off and never get perfect attendance and never get straight A's or honor roll. And that large group of kids gets overlooked every year. You know they're not your problem kids, they're not at that end of the spectrum, but they're not the best of the best. But they're doing what they're supposed to do. So that's what we wanted you to reflect on earlier, do you have something in place in your school or even in your classroom, to target those kids? Here's what we did, we came up with some incentives and if everybody, you have it in your bowl, one of your bowls, some bright green, we call these Denham Dollars. If you'll pass everybody at your table out one of these dollars, these are yours to keep, feel free to take those. If you'll start on the side that has our four expectations, if everybody will grab a dollar... start in the side with our four

TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”

expectations. There’s tons of ways that you can do incentive programs but we wanted one to be cheap, cheap, cheap.

So the only thing that it cost us is bright green paper. You can get these as elaborate as you want, but again that’s going to cost money. So let’s talk about first of all why would you get these and how and then what do the kids get out of it? First of all these are handed out for appropriate behavior, not only socially, but it can be academic as well. Any behavior that supports any of these four expectations, they can receive a Denham Dollar for. Now before we get into the how’s, I need to clarify. You do not want to give out a Denham Dollar or any system of tokens every single time you see an appropriate behavior because what does that inadvertently teach them?

Oh I do something good, I get something in return. We know life’s not that way, so we don’t want to do that. But yet every once in awhile, maybe it’s some tangible like a Denham Dollar, maybe it’s verbal reinforcement. It’s just the point of it being reinforced instead of us always harping on that negative in our classroom. So anything that supports these four expectations, let me give you a couple of examples. Sometimes I do give these for having the highest grade on the test. They were being responsible, maybe they studied or maybe they listened well in class.

Now I might not do that in the middle of class, I might not say hey everybody, Joey got an A, he had the highest grade. You do want to be careful about that because these shy kids, that is actually negative reinforcement for them, and they will say, whoa I’m not ever getting an A again because I don’t want to be you know made some big fun of in the middle of class. You know those kids, especially in high school

TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”

go, oh you got an A. You know they're good at that kind of stuff. So I might call him out at the end of class and say, you know what, you have the highest grade, I am so proud of you, you know, and give them a Denham Dollar.

It doesn't have to be a Denham Dollar, again it could be verbal but this is one way that you could reward that. Another way is maybe, you know, handing them something as simple as giving another peer a piece of paper or a pencil. You know they're famous, I'll say have a piece of paper out, and they'll say paper, well I've got to dig in my book sack, I don't think I have any paper, I don't think I have a pencil. And I'll say, me neither, because I've found that my don't get, you know, returned back, my pens. And so you know Susie or so and so will give someone else a pen or a piece of paper.

And again I might not at that moment give them out but at the end of the class again I might pull them to the side and say, thanks for giving them that sheet of paper and they'll look at you strange because they're not used to getting rewarded for appropriate behavior, they're like okay, so I gave him a pen, so what? But what that does is that shows... again it shows everybody that you're rewarding them for appropriate behavior, you are recognizing them for that and cognizant of that fact. Notice how this is set up, first of all at the top it has student and a name. You never want to give a Denham Dollar to someone and go... ummm Miss Content (look we match ... did she steal my name) we're both content.

Miss Content why don't you just write your name on that when you get a chance because you know they'll pass that onto friends you know. So I do as a teacher have to take the time to write their name, but notice what I don't have to take the time to do. Look at the bottom, our faculty and administration, we decided you

TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”

know what, it will save us a lot of time if you pre-type everybody's name on these Denham Dollars. And our administration said, you know what, that's a really good idea because I was spending time, not that it was a lot, but I was spending time writing my name Allen and again that takes instructional time, time that I don't need to take from those kids.

So now everybody has their pre-typed tickets and before we get into how they can cash them in, is there a magic number that you get of these a week? We say no, but we actually get 10 of these a week as a faculty, everybody on faculty gets 10 of these a week. What's so special about 10, really nothing, but we all know as faculty members, if you say alright faculty, give these out every week, you're going to have some teachers that give out two because they have to, just to say they did and then other teachers that give out 200...

TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”

Segment 4 – Denham Dollars & Dates

FS: If these aren't important to the kids, then it's not worth the paper that it's printed on. It's gotta mean something. If we had the students trade these in for like a sticker or a pencil, our ninth graders wouldn't get real excited about that. I don't know about yours. So it has to be worthwhile or this ticket system is worthless. So let's talk about what they can do with it. Flip it on the back. It talks about how they can cash em in. I'm not gonna get into all of them, but one of them, it says \$2.00 front of the lunch line.

This we didn't even know but became a brilliant idea at our school. You know, we have 550 freshman. It's chicken day and they're all hot and ready to get to the front of the line. What we realized is too... It doesn't take a whole lot to get two of these probably. So they're pretty easy, you know, for them to turn those in. And they are so cute. They whip em out of their wallet and all their peers are standing in line and they are flashing the Denham Dollars. And it was... It's just brilliant.

And they go to the front of the line and the cafeteria lady has a bucket. And they'll take up the two dollars and they'll put a little "X" on it saying that they had turned those in. And they get to eat in front of all of their friends. It's brilliant, it's free and it's—you know, they love that because it's food. So any day where they love the food, you can see em that morning, they're already trying to get those two Denham Dollars ready. So that's a good thing in terms of our ninth grade, what'd work for them.

I do need to clarify our free hat, shirts and dress code policy. We are fortunate to have a dress code that has uniforms, so much so that they have to have a belt and it has to be tucked in. So we are fortunate to have that. So for our ninth graders,

TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”

wearing jeans is big time or wearing a shirt that's not uniform is huge. So we knew that. And, plus, it's free by the way. So what we did is we said, "You know what? You can trade these in for free dress". But we didn't wanna create a whole climate of chaos so that on any given day any 550 of the freshman can wear anything. And I wouldn't know any different. I don't know em all. How do I know that they really did turn in Denham Dollars to somebody? So what we did is the last Friday of every month we call our "PBS Friday". And here's what the kids have to do. They have to go into the office only at recess time. They can't go in the middle of class or in between classes. Only at recess time. And they say, "I'm ready to turn in my Denham Dollars for PBS Friday". There's a sign-in sheet, there's a book in the office for different things – free shirt, free hat or all of it, free jeans or the whole shebang. They sign up and hand it to the secretary and she takes those. And then the administration generates the list to give out to the faculty so on one given day everybody on campus knows who is allowed to wear jeans or a shirt or a hat. So this is how they can trade those in. And one other thing is to remove a tardy, six Denham Dollars. They have got it down to a science how many seconds they have to get into the door. They love that. And we have a large campus and it really became a problem.

So what we did is develop a system call "COT", cash on tardy. If they get tardy and I send them to the office for a tardy, if they have six Denham Dollars on them that they can present the secretary, then that tardy violation does not go onto their discipline record. They love that. You know, will they save up for those and maybe use it on purpose? Maybe. But, again, they're probably gonna be tardy anyway but this will generate huge interest for them and they'll save it up.

TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”

Notice we did it green so—and it’s kind of small so they can fit it in their wallet. The last thing is long term. We wanted to reinforce behavior over a long period of time, not just for that few seconds that they’re in a classroom. So what we came up with was Fall Fun Day and Spring May Day. And here’s how they can go. If a student goes the entire semester, so from August to December, without ever coming into the office and ever receiving a referral, a detention, a Friday clinic (which is like a Saturday clinic) or a suspension, they can attend Fall Fun Day.

Now before some of you say, “Well, you don’t know our school. Nobody would show up then cause they’re all in the office”. We thought the same thing. We thought, wow, you now, one year we had 800 referrals. You know, we might have two people at Fall Fun Day. This might be a flop. But we presented it to the kids, we told em what we expected. Three hundred and fifty freshman got to attend Fall Fun Day. There’s that gap of students that probably were never rewarded on either end of the spectrum, either consequentially or maybe they got straight A’s.

Three hundred and fifty freshman that had never received a referral. That was huge for us. Who knew that 350 freshman were never in the office. So first of all, what did we do with them? We took them half a day and we took them skating, they played laser tag and we fed them. Number one question – how do you pay for that? No, we don’t have extra money in our school either. Trust me. So what we did is we had dances to conjure up some money, we had faculty versus student volleyball games.

You can go out to the community, you know, Wal-Mart, Target, anybody, they’ll love to give you just any little thing to help put this together. Number two question I know you have – what do you do with those kids that don’t get to go to Fall Fun

TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”

Day? Well, we strategically place Fall Fun Day the day before mid-term exam week. So what they get to do is to sit in a three hour study hall while 350 of their friends get to go and play. And you say, “Ewww, don’t wanna do that”? That’s exactly right. That’s the point.

You don’t want them to love it so much that they go, “Wow! You know what? I’m gonna get a referral so I can hang out again in three hour study hall next semester”. You don’t wanna have that happen. So what we did is we realized, you know what? Freshman, they’re gonna make mistakes. So let’s start over at mid-term. The spring semester, everybody’s slate gets wiped clean. You get a whole new chance to attend Spring May Day because they are going to mess up.

So Spring May Day rolls around. We barbeque. We took em outside. Again, a little over 350 freshman got to attend Spring May Day. Again, it was before final exams. So for us, we have finally targeted that group of kids that have always been overlooked and we’re really happy about that. The last thing about these Denham Dollars I need to say is this. If you only hand these out in the classroom, what that teaches them is that they only have to behave in the classroom.

If this is going to work SW (school wide), your bus drivers have to have these, your custodians have to have these, secretaries, PE teach—everybody on campus. And what you wanna do as a teacher is to make sure those 10 that you have a week, that you don’t just give em in the class. I’ll take mine out to duty with me and I’ll stand in that lunch line. And maybe somebody, you know, will help somebody else. I’ll make an effort to give somebody that I don’t even know a Denham Dollar because that way they know that, “Wow! They’re not just watching us in the

TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”

classroom. This whole campus, no matter where I am, is supporting appropriate behavior”.

So this was our incentive system. Really quick, to get you moving a little bit, get ready. I know we’re excited. We have... Some of us haven’t had dates in a while. We’re gonna make some dates. So what you need to do is to pass around—(I know it’s a little strange) pass around some bright orange piece of paper. Everybody needs a bright orange square. This is actually a great classroom technique. Feel free to steal this idea. You can even take the card as well. I do wanna caution you, in the ninth grade or any high school seeing you probably don’t wanna say that you’re gonna make dates cause they get excited about that.

Sometimes that carries over into recess. “Well, you are my date.” So we call it in high school, “making an appointment”. If you haven’t seen this, this is a great way to actually pair up your students for lab activities or any kind of cooperative grouping. Let me explain how it’s gonna work and then how I’m gonna modify it for us today. For the sake of summer I chose four different vacation spots – Paris, (Inaud.), Cancun and Aspen. We’ve seen it done in the classroom like a clock – 12, 3, 6 and 9.

We’ve seen it as the four seasons. Anything that you can think of in threes or fours can be applied to this method. And normally in a classroom here’s how I would use it. As they walk in the room I would say, “Okay, guys, on the table you all go ahead and grab an orange sheet of paper. I’ll tell you later what we’re gonna use it for”. When I’m ready for them to use it, I’ll give them specific instructions and I’ll say, “We’re gonna make four appointments today”.

**TEACHER TO TEACHER – 2005
ALLEN & BALLAY**

“Maximizing Instructional Time Through Positive Behavior Strategies”

“You are going to find four people in the room and make an appointment with.” So when I go up to Miss Content, she is going to write my name down under any vacation. Let’s say she and I wanna go to Paris. Okay, she says “I wanna go to Paris”. I’ll write her name down under Paris. She will write my name down under Paris. That’s one person. Then she will find three other people in the class. When I’m ready to use this, maybe I wanna em to share some lab results, I’ll say, “Okay, class, go find your Aspen date”.

**TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”**

Segment 5 – School-Wide Discipline

MB: I get to talk more about the consequences of what we do in the classroom. But let me say a few words about the incentive from an administration perspective. These are bright, little things. You know, I do a lot more stopping students and thanking em for doing this and thanking em for doing that. It makes me refocus of how I approach students and things like that. What we've realized as a school... There's... There is something called a “minor consequence” and that's what the teacher handles in the classroom”.

And when the problem comes to the office, we classify that as a “major infraction”. Okay? So majors (cursing, disrespect, fighting), anything that goes straight to the office, that's a major infraction. But if it's a minor infraction, it's what the teacher handles in the classroom. And what we realized as a school is everyone had different steps. One teacher on the first minor infraction may give punish work on the first time the student has a minor infraction.

Another teacher may say, “I'm gonna call your parents tonight. And the next time we have a problem I'm gonna send you to the office”. And then another teacher says, “I'm just gonna conference with you”. And then the consistency's a problem. They have seven different classes, seven different rules and procedures to follow. So what we did as a school, and it's on page 15, as a faculty we came up with a consistent step-by-step how to handle minor infractions.

And you'll see the procedure. The first step is to conference with the student and restate the behavioral expectation. We all do that in the first minor infraction. So you're saying, “How do I keep track of all that”? Hmmm! Well, our teachers have a PBS binder and in that binder we realized that, you know, as an administrator

TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”

sometimes they get a referral and what the teacher sent em for, it wasn't really major. And it says, "Past action by the teachers" and nothing's checked. So you know, go back to the teacher. "You know, you sent Little Johnny in".

"You haven't done any, you know, conference or called the parents." She says, "I've done all those things. I just didn't have time to write it down. I was busy teaching". Said, "Dang. Great. I want you to be busy teaching" but the thing is we realize teachers would document it. You know, they'd wri... Some would write it on a calendar, some would keep it in a notebook, and that notebook's in my car. So we said okay, we're gonna have one consistent way to document this. So they all get a PBS binder, and underneath the last tab which is your page number 16, is a form that is called a Minor Infraction form.

Then if she has a problem with little Johnny again two weeks later she'll pull it back out. The second minor infraction is an alternative assignment. You're saying alternative assignment. The old days and the old way of doing things we used to call it punish work, but that's negative. We don't want to punish the kids. So what we did is we realized that every teacher was giving a different alternative assignment. Some teachers had them write essays, and your English teacher is like oh no, please don't assign essays as a type of punishment.

Other teachers were getting them to do definitions. So as a school we came up with one school-wide alternative assignment, and what it is is basically a passage on respect, and if you would like it e-mail us and we'll send it to you. It's for them to stop and reflect on respect. It talks about respect for themselves, respect within their school, respect within the community. Then at the bottom there's an action

TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”

plan. As a student they have to write what can I do in the future to prevent this from occurring again? They have to stop and reflect on their behavior.

At the bottom it kind of turns into a contract. They sign it. They bring it home to mom, dad, whoever is in charge, and the parents sign it so we're all on the same page. So the third time that there's a minor infraction the teacher calls home, said I had a problem with little Johnny on this date. We conferenced. On this date he got the alternative assignment. I saw that you signed it. This is the third time we've had a problem in class. Then the next time we have a problem and thereafter it's always turned into a major infraction and he goes to the office.

Those are our steps. So the key thing was consistency and communication. All the teachers are all on the same page. The students know because when they see the teacher pick up the folder for an infraction they know exactly what's gonna happen to 'em, and that's been a real strong part of this program is the communication, the consistency.

WA: You need to say also that for different age levels because by the way this is not just a high school program. Actually all of the research is in elementary and middle. Very little research is done in high school. It's getting there because now it's become some—a new trend. But if you're using younger children you might want to do this and have them start over every six weeks or every four weeks. You know for us every—after their fourth time they're to the office no matter what they do even if it is minor because we expect them... they should—we told them what should happen. They should know better.

TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”

But for little kids or even junior high you probably want to start them over instead of saying the fourth time and every time thereafter. So this can be modified to younger levels if some of you work in that situation.

MB: How do we handle different types of infractions across the campus? The key thing is we told the teachers what we do because they see little Johnny going to the office. They see Susie going to the office. One kid gets one thing, one gets another. They don't understand why. But there's reasons why things happen. So we had to sit down as a faculty. If you look at dress code there's numbers. Dress Code 1 and 2 is a warning. We send a letter home. Then an administrator calls home the second time. The third time it's a detention after school for an hour. Fourth time it's Friday clinic. We do that on Fridays from three to six. They're freshmen so they don't drive. So while they're at school we keep them there and they help us clean up. They do a writing assignment and things like that and the parents pick them up at six. Then the fifth time it's a short-term suspension. That's district policy. We have no control over that. It's always those steps. But if you look at a campus disruption there are X's, and it depends. If a kid kicked a garbage can or knocked it over it's probably gonna be a detention. Whereas if they wrote over—wrote on the windows or knocked out some windows it's gonna be a short-term suspension, pay for the expenses.

So it just depends on the situation. So as a school we had to sit down and talk about it. The other thing we had to talk about is what is respect? So I said why were you being disrespectful in Miss Smith's class? I wasn't being disrespectful. So I'd read the referral. Said yes you were. They were like—I'd read it to them. I said you don't think that's disrespectful? No ma'am—because their perception of disrespect—

TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”

they may act like that out in the community. They may act like that at home. But then talk to your students about what is disrespect, what is respect, what is responsible, what is safe, what is being positive?

So we talked to them about that. The other thing that's important is data. It's very, very important to look at what is your data saying? What do the numbers say? Now we started in mid-year, so the green doesn't really count. That's pre-PBS. But you can see that in January of 2003/2004 we started PBS, and there is a steady decline of minor infractions. That was a good thing. We're like wow. We teach them the system, they're going down. When you look at the blue that's the following year. We started in August. We have two eight graders merging together. We teach them the system. Once they learn it it goes down.

Then you'll start to see a little plateau, and that's what's gonna happen at that point. By January you gotta re-teach, and then you continue on with your program. This is major infractions. So if you look at the blue which was last spring—I mean last fall—you can see it's increasing. You're like well that's not good data. But it's gonna happen. They get a minor infraction one, two, three, and by November they're hitting the fourth one. They're gonna hit the fourth one. But then it starts to decrease, and that's what we want to see, a decrease once we hit our peak.

This slide right here, I really enjoyed doing this data because if you look at 2003/2004 the first and second nine weeks is pre-PBS. The numbers are showing us it works. As this informal data... as you walk around you can feel the climate and the culture of the students, of the faculty, and there's so many other factors that can measure a program. When you look at this slide it looks a little overwhelming. Lot of numbers. But September to December is pre-PBS, and January to April is post-

TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”

PBS. If you look at September that's a 4.23. That number represents the number of teacher referrals only, not tardies, not uniforms, not dress code, just teacher referrals.

So every day we had an average of 4.23 kids in the office for pure teacher referrals. But if you look in the spring after implement of PBS you see a lot of 2's. There's almost a 50% reduction in classroom referrals from fall to spring. We're like wow, that's good. Then we started the following school year in August, so the kids don't know this program. Well, we have one or two that hang around another year, but overall it's new to most of the kids. In September here we had .82, less than one kid in the office for a teacher referral.

There's four different tiers there. We've been spending the beginning part of this workshop talking about school-wide—all areas, all students. Then we're gonna switch now and talk about just in the classroom because a lot of you are like wow, I want to do some of these things. But I can't do school-wide in a few months, a few weeks. So how can you go back in your classroom and do this? The last two are very important, the targeted group. There are a group of kids who are gonna need more than the school-wide PBS program. He needs further intervention.

If you do school-wide PBS 80% to 90% of your students will buy into it and it will work. Now this yellow part is 5% to 10% of your student body. Those are the students who get anywhere from two to six classroom referrals in a year's time. They need further intervention. They need small group work with an adult. Then that top percent, the 1% to 5%, that's your at-risk kids. If you don't catch them soon you're gonna lose them. You gotta identify them at the beginning of the school year and do one-to-one intervention with them.

TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”

What we want to do now in your bowl is a balloon. Find someone at your table to blow up the balloon, Tie the balloon, okay. You have thirty seconds. What we want you to do is we want you to play. You’ve got thirty seconds. Ready, go.

**TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”**

Segment 6 – Classroom Discipline

WA: So let's talk about the point of that and first of all before go any further and get into classroom, flipping back to school-wide, a ton of people all summer have said is there one specific way, a method, for me to introduce it to my school, to my administration? And there is, PBIS.org, that needs to be the web site that you lead your administrator or anyone else that is interested in the research, now they want that scientifically based research before they go and do any new system, this is the site where it's at. So for those of you who really want to get started and dive into it and learn more, PBIS.org is the site to be.

Okay so I do want to make note of that before we got into classroom and before we let you loose. We're going to give you in the last part of this session, just a little bit longer, some classroom strategies that you can do by yourself, regardless of what everybody else is doing on campus that still employ some of these techniques that we've been talking about. So one of the first things that we're going to do is talk about expectations and consequences. Monica's already really talked about infractions a little bit, beginning and ending, and how to obtain student behavior. You had a balloon and noticed what Monica said, she said you have 30 seconds to play.

And we couldn't have scripted it any better. Some of you half paying attention like most adults do and even your kids by the way. She said go and some of you lagged behind and said wait, what are we doing, what? And you heard somebody else chime in and say play, we're playing. And some people hit it back and forth, we've had some people in some cities pop it because they thought that was playful. How oftentimes do you set yourself up or your students, for failure in your classroom?

TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”

And what I mean by that is, you know we're in an age of cooperative grouping. They need to moving every 10 minutes.

You need to be doing an activity and no more lecture, we don't like lecture anymore. We've all heard that. Well those times where you're transitioning are crucial. You can either lose them or gain their attention there, the same way you say, alright class, you've got a lab to do or you maybe have an activity in cooperative groups, get to work. And people go, get to work? What'd she say, what are we doing, oh, okay? Just like you did and then we take it a step further and we say, why aren't you Miss Curious, why aren't you doing what you're supposed to do? And she says, well I was just doing what they were doing.

Or she'll say well I didn't really know what we were supposed to do. Why don't you know? [laughter] You know we take that as an insult and we say those kids, they'll never learn, they never listen. And in reality, it's because you never told them what you expected them to do. Now again in our defense, we do have so many things to do and they do have to take responsibility, I'm not saying that. But I am saying before you let them loose in the chaos of cooperative grouping, let them know what you expect and then if they're not doing it, guess what, they are responsible, but they knew what rule or expectation that they broke.

So with that we need to talk about the difference between an expectation and a rule. An expectation has to apply to every single student whether they're special ed, regular ed, gifted, no matter who they are. And here's the kicker, we should be able to now go back and answer everything on that slide. In order for it to be an expectation, it has to apply to all settings which means once you set an expectation,

TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”

it has to apply in the gym, it has to apply in the bus, it has to apply in the cafeteria, every place on campus. That is an expectation.

Rules are very specific to the expectation. Be considerate, that is an expectation.

Don't we want them to be considerate in gym and in the cafeteria, yeah? That's an expectation. Be punctual, that is actually an expectation, you definitely want them to be punctual no matter where they're at on campus. Place food items in their proper containers, this is actually a rule because not every setting has food in them.

Remain seated during instruction, you say well isn't... don't you want that every time? Not if you're in gym class. So you want to make sure that is actually a rule.

Use an inside voice, that is a rule because if I'm in choir class, that is not going to apply to me. Again, you really need to be specific because we don't know the difference and you need to teach the kids that as well. And the last one, keep all four legs of your chair on the floor, again that is a rule because not every area of the campus has chairs for them to keep all four legs on the floor all the time. So from there, remember previously I told you that our school had four: be respectful, be responsible, be positive and be safe. That's what we expect everywhere on campus.

And then remember from there I told you our kids made up the positively stated rules just as we modeled earlier here at the beginning of the session. So that's the difference between an expectation and a rule. Come up with some expectations for your classroom that you might now want to have, some consequences maybe on the first time that they're going to have this, maybe on the second time this. And then the last one incentives, you might say, ooh, this is really blank for me because I don't have incentives in my classroom. You know maybe you don't want to use the ticket system.

TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”

We know some people that use the little bitty raffle tickets and they'll give those out in their classroom and trade them in maybe for a free homework pass or you know something that they can trade in for their class. Expectation, consequences and incentives for your room. Do you have beginning procedures for your class, everybody shakes their head and say well who doesn't? Of course we have a system. But really sit back and evaluate if you find yourselves telling them many times, after the first few weeks of school, you know, do you have your pencil, are you ready to go?

I'm ready and they say oh I don't have a pencil yet and you have to stop, that is crucial instructional time that you're wasting. Same thing for ending, that bell rings and they are out the door before you can even breathe. And then the last thing were signals, but what are your signals, what are your ways to transition between grouping? Instead of saying, okay, are you all ready? Okay hey you all aren't ready? Alright we've got to wait a little awhile. Okay, who's rea... you're wasting that time. So before we give you all of our suggestions, we want you to sit and look at yours and then we're going to share in just a second.

So on page 20, page 20, we're almost done here, page 20, you've got some more boxes. Now again this is to be done by yourself because we're going to share another pairing technique in a second, so really do this by yourself. Take about three minutes on page 20 and just jot quickly down how your kids should start class. So if I walked into your class, what would it look like for your kids to start class? What are you doing you know, what are they doing? What do you expect them to do? How do you end it? And then what are some good signals maybe that you have besides screaming at them?

TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”

So if you will, pass around, there's a laminated green or pink card with a picture. If everybody'll grab one. Let me tell you how to use this in your classroom even though we will not do it today. Remember earlier I told you about making a date in fours or threes, this is called famous pairs. If you want a very quick way to pair your students, as they walk in, they grab a card. When you're ready for them to be paired rather than taking your precious time pairing them yourself and wondering who doesn't have a pair, I have Romeo and I, when I get ready to go do my activity, would go and find who has Juliet.

So they would go and find their famous pair, if you laminate it you can use them from year to year. It's just an excellent very quick way to randomly pair them and you're not wasting time, it's called famous pairs. We're required to have two things posted in our room and if you don't do them on a regular basis, we highly encourage to, to establish some consistency. The number one thing you'll see posted in every classroom is the objective for the lesson that day and a lot of you already do that. But here's the kicker, we actually go a step further and ask our kids to write down those objectives.

Now they're not going to do that for their health, so what we have and if you do not have a student planner at your school, it is the best thing out there in terms of being consistent. At the beginning of this planner, every discipline that Monica went over earlier, every chart is in the front so the parents and the students always have it with them. In the middle is the calendar and what happens is, they have every single day mapped out for every class. So when you come into my psychology class, I expect you on every single day to write down the objective for the day.

TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”

Now do they do anything with it? No, they just write it down. I actually, every four weeks, I give them five random dates, I say we're going to have an objective check real quick, cause I don't have time to look at this everyday, who does? But you do want to hold them accountable. So I'll give them five random dates. I'll say if you have those five dates, if you have those objectives, jot them down on a piece of loose leaf, you get five points each, 25 points. Again it's a way for them to keep up and guess what? Their parents can dig this out at any second and know what they should have done in every class that day.

In the back is a hall pass, you know we're all famous for having all these cutesy hall passes, no more at our school because everybody had a different hall pass. In the back there's a record, they have to have this when they go to the restroom, they have to have this book. And as a teacher, if they want to go to the bathroom and I just saw they went every other hour, they're not going. So this is an excellent method, if your school doesn't have it, at the end come and see us for the company, there's tons out there.

The second thing you'll see posted in our classrooms is a journal. Now the journal, they also need to be held accountable for. I don't require it in their planner, I ask them to buy a very cheap little 50 cent composition book, you know the old black and white ones, and I'll tell them that's my book. And I teach them a proper format for writing a journal. For example, they have number it, they have to date it, they have to write the topic down, things like that. That is my book and everyday they have a journal and the questions can vary.

You know some people like to take practice tests for standardized test, they'll take the little practice books and they'll take some questions from there, that's a good

TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”

way you know to incorporate some practice tests. I like to use the previous day's material because you know I found myself, when they walked into class and I would say let's talk about yesterday. Yesterday, I don't even remember what I did 10 minutes ago, what did we do yesterday? And I found myself you know wasting time trying to review whereas now if I teach science, I can give them a math formula as my journal and they have to go ahead and start their journal.

They might need to look at their notes, that's okay at least they're looking up their notes and reviewing. And they can answer that journal question. Sometimes I make them write complete sentences, heaven forbid in science class. Any way that you can incorporate something that they can do and it works like clockwork, but you have to teach them. If you only teach them the first day and never reinforce it, then don't expect it to work. I'll have to train them for two solid weeks, okay what should you have out? You know let's have our journal out. And then after that you should not have to remind them very often.

The last thing, signals again, I'm not going to read it, there's one I like called eyeballs. Notice it doesn't say, let me have your eyeballs because to them that's a sentence and they won't listen. So I'll tell them, guys, whatever you're doing in my class, wherever you're at, when I say eyeballs, I expect your attention and I will not move on until I have everybody's attention. As far as ending class, one other tidbit before I'm finished... is I will tell them when that bell rings I'm just letting you know, I will stand in front of the door and no one leaves until everyone is seated and calm and I've told you goodbye.

And they'll say okay, we can do that. And inevitably like trained rats, the bell rings and they are out the door. And I will stand in front of the door, my small self with

TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”

these large 9th graders above me, and I'll say you're going to be tardy, I'm not moving until you have a seat. And their peers will jump in and say sit down, I'm going to be tardy because I'm not writing them a tardy slip. And then when everybody's seated, I'll tell them guess what, you have homework page so and so, I hope you have a good day.

**TEACHER TO TEACHER – 2005
ALLEN & BALLAY
“Maximizing Instructional Time Through Positive Behavior Strategies”**

Segment 7 -

FS: Monica's gonna finish up and we're out of here.

MB It says I've come to the frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher I possess a tremendous power—to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis can be escalated or de-escalated, a child humanized or de-humanized. So as you leave today enjoy the rest of the conference. You all have a good afternoon. [applause]