

Developing Common Language and Expectations

George Caleb Bingham Middle School
Independence, MO



Session Description: In this session, attendees will learn about how our school has developed, implemented, and revamped our common expectations and language in our building. We will share various resources and strategies that our school has used to support students and teachers, including our school SW-PBS resource website, weekly booster lessons, our common language, etc. Attendees will also have time to discuss, collaborate, and create their own common language and expectations. Attendees will also have opportunities to share their resources they have with other schools.

Session Outcomes:

Attendees will learn how to develop and utilize a common language in their school.
Attendees will learn how to develop and utilize common expectations in their school.
Attendees will learn different ways to support common language and common expectations.

Hello! We're...

Bingham Middle School's PBIS Team

Lee Anderson
Kay Douglas
Matthew Hahn
Sandra Hinckley
Ali Rather
Anna Zirpolo



About Bingham

Where are we?

We are one of 4 middle schools in the Independence School District. Fun Fact: We are the MIDDLE of 3 middle schools sharing one campus.

Who are we?

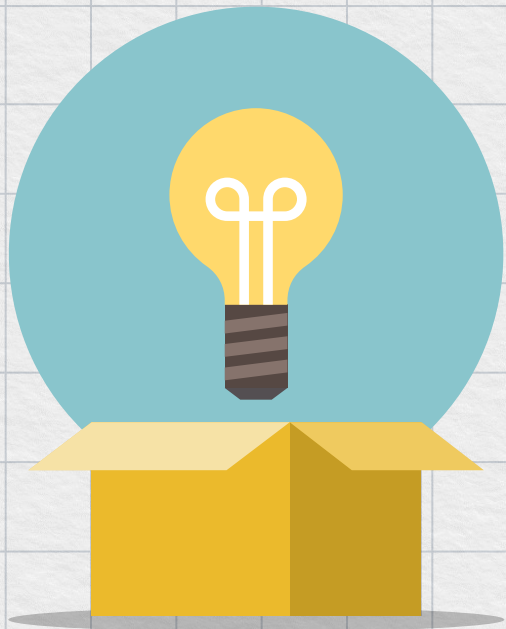
We are a $\frac{7}{8}$ building housing between 750-800 students each year. We have 10 feeder elementary schools and we are the feeder school for one of our 3 high schools. Around 75% free and reduced lunch.

What are our challenges?

New staff numbers, transient students, post-COVID struggles, parent involvement in activities (we are not a neighborhood school)

Our Demographics

A = 0.5%	AI = 0.9%
B = 15%	MR = 14%
H = 15%	PI = 2%
W = 53%	



Bingham is the MIDDLE of
3 middle schools on our
campus.



I'll read what's in BLACK ink, you read what's in RED.

A disruption is **anything that stops learning.**

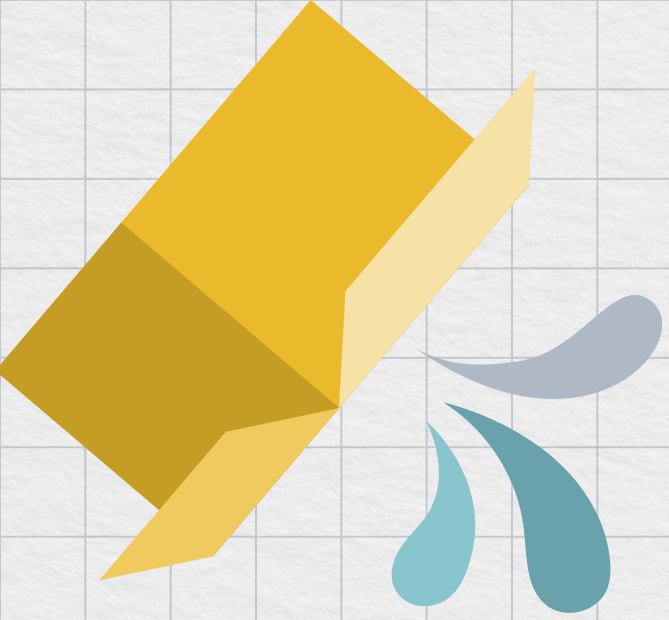
If I have a question I will **use my question card.**

We will look for **solutions.**

When I say, "If you're talking" you all say, "**Please stop.**"

Session Norms

**CHORAL
READING**



**Let's do an activity
to meet who is here
with us.**

Creating our group culture.

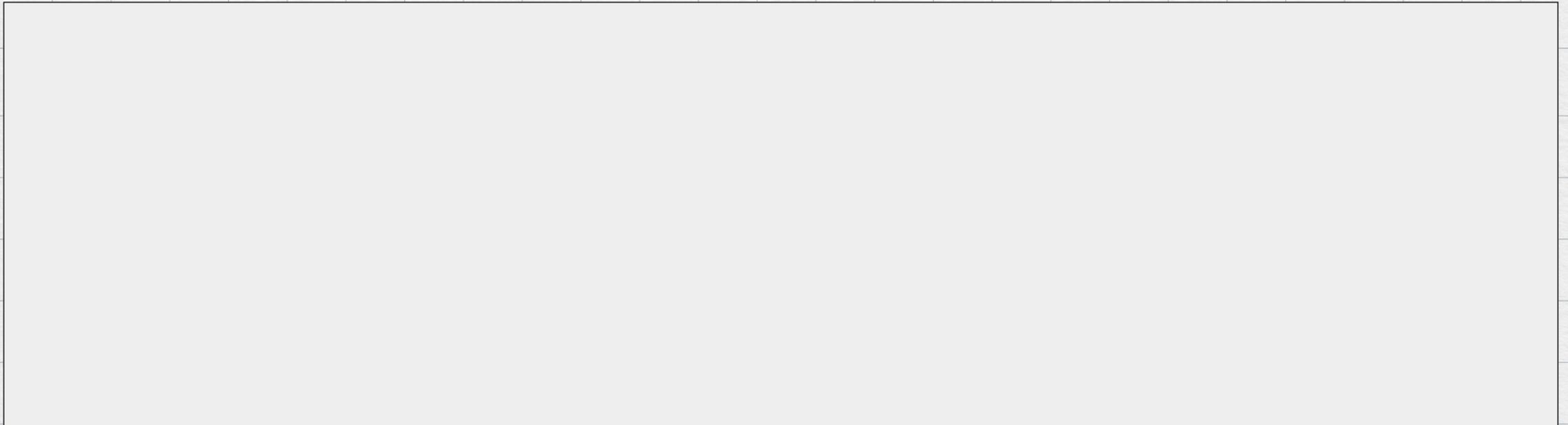
School Name:

Grade levels:

District:

You choose ONE! Select one sentence stem to share with others.

- A common language phrase students and staff use at our building is...
- Our building or district informs and supports staff, students, and parents about PBIS is...
- We teach new staff about PBIS in our building by...
- We teach students about PBIS in our building by...



You choose ONE! Select one sentence stem to share with others.

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Let's Collaborate

**HAND UP
PAIR UP**

Use this one or
the next one
depending on
space.

HAND UP HAND UP PAIR UP

students find a series of partners in a snap!

STEP 2



STEP 3



» » LEARN MORE AT WWW.KAGANONLINE.COM « «

@COMPREHENSIBLECLASSROOM

You choose ONE! Select one sentence stem to share with others.
Write it on your paper, wad it up, and toss it at one of the presenters.

- A common language phrase students and staff use at our building is...
- Our building or district informs and supports staff, students, and parents about PBIS is
- We teach new staff in our building by...
- We teach students in our building by...

Let's Collaborate

Use this one or
the previous one
depending on
space.

**SNOWBALL
TOSS**





Now that we've
met each other,
LET'S GO!

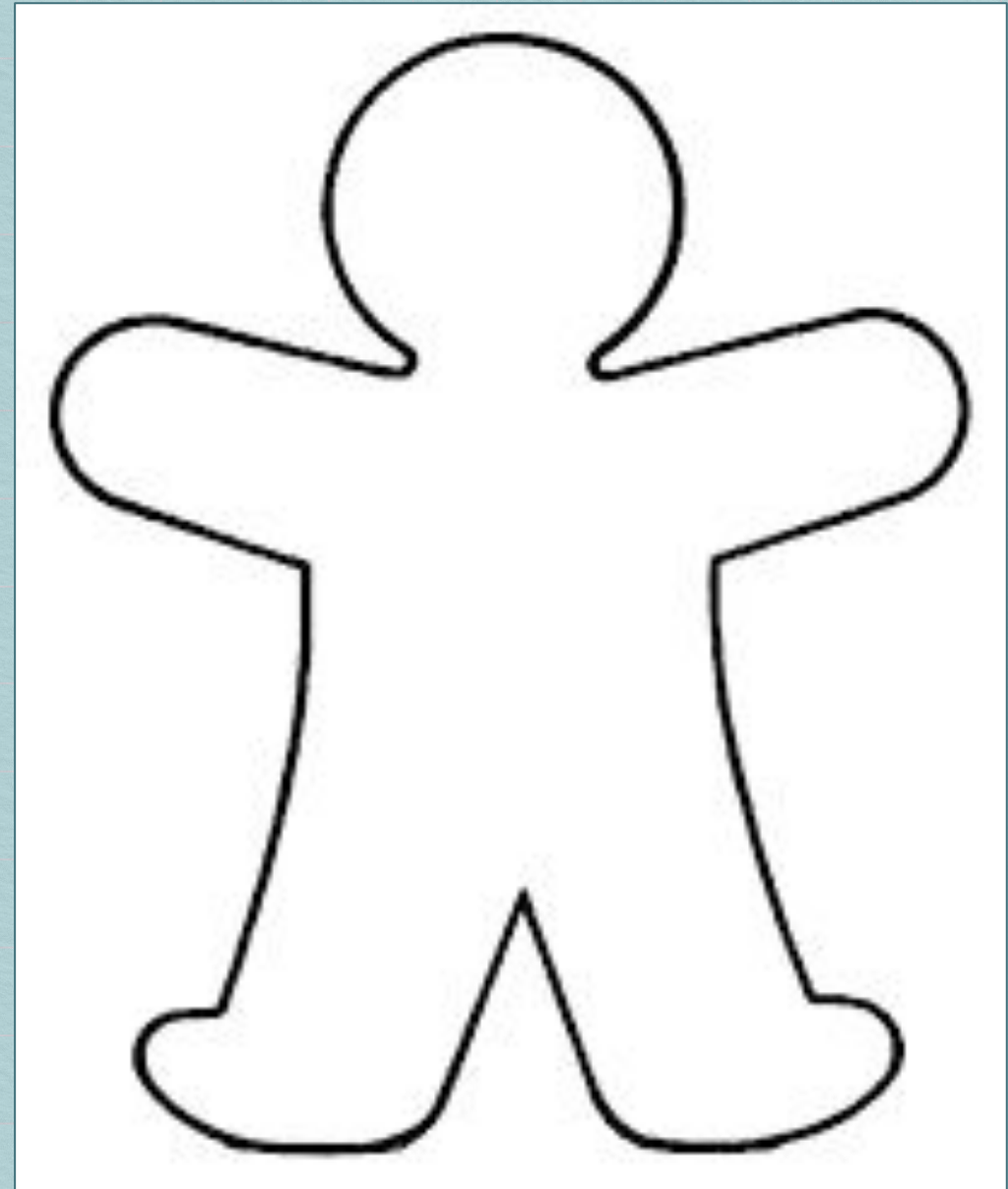


Write behaviors that are **Kind and Helpful** *inside* the person and behaviors that are **Hurtful and Disruptive** *outside* the person.



This activity in staff PD and then with Homerooms at the beginning of the year is where our journey started many years ago.

Kind and Helpful VS Hurtful and Disruptive



The Bottom Line:

It's always OK to be Kind and Helpful.

It's never OK to be Hurtful or Disruptive.

Common Language

Why?

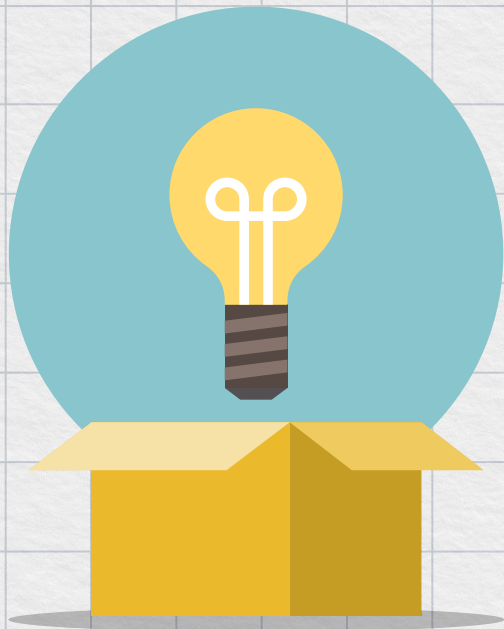
A common language helps the adults stay consistent with building expectations.


How?

Matrix, Staff PD, Daily announcements, Weekly Building Behavior Lessons, Classroom warm-ups

What?

Phrases that staff frequently uses to direct and redirect student behavior in specific settings or all settings.





**A COMMON LANGUAGE
IS THE MOST OBVIOUS
BINDING ELEMENT IN
ANY SOCIETY**

MICHAEL HOWARD

PICTUREQUOTES.COM



PICTUREQUOTES

- What is our Common Language
- How do we train staff and students
- How can you tell as a visitor
- Where does it show up
- Coming up in a bit: Time to think, discuss, & create



Quick Write: What are behavior, social, scholarly, or life skills with which your students typically struggle?

Give One, Get One (Move On!)

- **GIVE ONE** person one item from your list
- **GET ONE** idea from your partner (record on your sheet)
- **MOVE ON** to a new partner and repeat the process



**GIVE ONE
GET ONE**

NAME: _____

MY IDEAS/THOUGHTS/AND QUESTIONS

MY CLASSMATES IDEAS/THOUGHTS/AND QUESTIONS

Behavior Lessons

**GIVE ONE
GET ONE**

Building Behavior Lessons

Why?

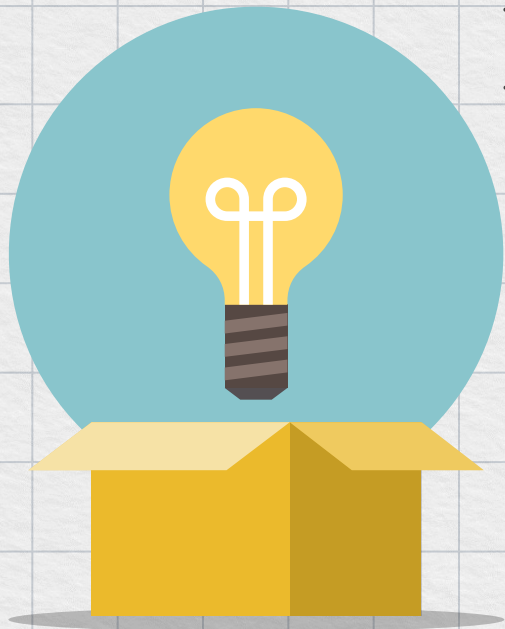
These lessons provide all students and staff with the same information. They allow us to teach, reinforce, & reteach students. They provide training for all teachers with behaviors to look for and common language responses to use in situations.

How and When?

There is predetermined time every day that the district provides for multiple reasons, we use a few minutes once a week to teacher our Building Behavior Lessons.

What?

Building Behavior Lessons are set up like a class meeting. We use behavior data and staff requests for topics covered. We focus on life skills and how these skills tie to being a good employee.



"The keys to helping students develop self-control are using common language, teaching behaviors throughout the year based on data that identifies the self-control support needed and implementing interventions to support the most high need student."

Christine Brandt in Education Week Teacher



- When do we do these
- What can you do if you don't have an advisory time?
- How often
- Class meeting set-up
- How do we decide what to talk about
- Bank of Lessons (2 year rotation)
- Bingham's Google Drive of Booster Lessons
- Bingham Schedule of Booster Lessons for 2022-23
- Examples: Following Directions and Body Language and MYOB
- Coming up in a bit: Time to think, discuss, create

Classroom Behavior Lessons

Why?

Reminds students, the teacher, and Guest Teachers about what the behavior expectations are each day.

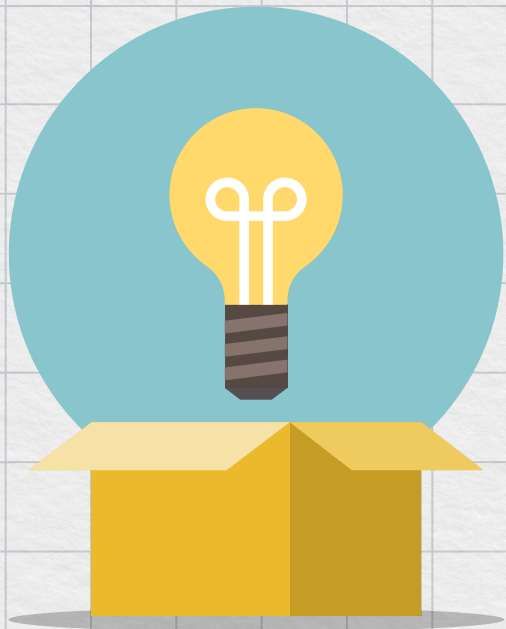
When?

As part of the class warm-up, as part of the expected work for substitute lesson plans

What?

Common classroom language and expectation reviews, triage before certain activities

Questions, Matching, Word Scrambles, Choral Reading, Activities

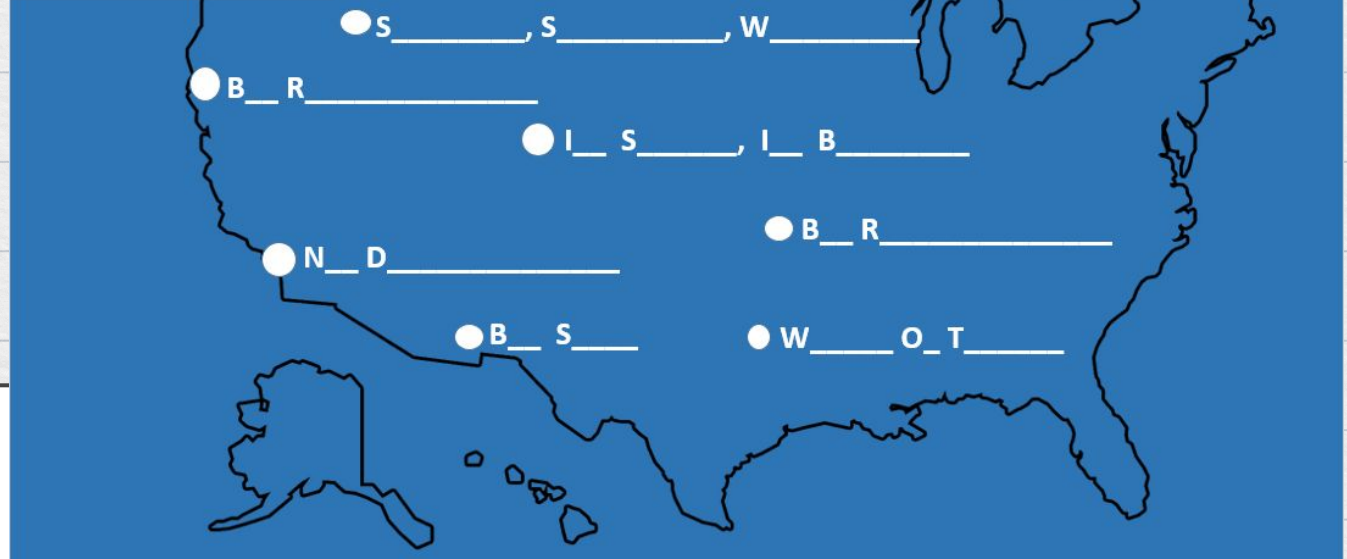


- **Examples**

- What this looks like in our rooms
- America Says
- Matching



When I think of behavior expectations in this class I think of _____



Job #2

Behavior Matching

Directions: Match each sentence stem (beginning) with it's correct ending.

Note: There are 2 (one from each side) with no matches.

- A. We sit...
- B. We don't walk or talk...
- C. We treat everyone...
- D. A disruption is anything that...
- E. We protect...
- F. When I say, "If you're talking," you say...

1. Please stop
2. Without permission
3. The learning environment
4. In seat / In bounds
5. Stops learning
6. On time



BEARS
BINGHAM MIDDLE SCHOOL

● Substitute examples



Behavior Warm-up and Check-in Name: _____
 Date: _____ Hour: _____

Behavior Warm-up

- How do we sit?
- What is a disruption?
- Mrs. Hinckley LOVES to celebrate EXCELLENT behavior.
 What does EXCELLENT behavior look and sound like?
- What has to happen for our class to get to celebrate?
- What do YOU have to do so YOU get to celebrate?
- What does it mean to "be a good worker"?
- What does it mean to be focused & on task?
- We don't _____ or _____ without permission.

Behavior Check-in (when NOTES are complete)

Behavior Rating Scale	0 = Awful	2 = OK	3 = Good	5 = Excellent		
How would you rate YOUR behavior so far?	0	1	2	3	4	5
How would you rate the overall class behavior so far?	0	1	2	3	4	5
What do you need to focus on to help earn a celebration?						

Behavior Reflection (during the last 5 minutes of class)

What behavior expectations did our class manage the BEST?

Were there any areas of behavior struggles?


Order of events: Behavior Checklist:

Agenda filled out and supplies ready

MAP Practice #5 and MAP Practice Performance Event #1

MAP Practice Performance Event #2


MAP Review - Pick 6




- All students quietly & respectfully sit in their assigned seat.
- All students complete MAP #5 and MAP Prac PE #1
- All Students complete MAP Practice Performance Event #2
- Students are focused and on task and actively participating in MAP Review - Pick 6
- No students sent to buddy rooms.
- Students are kind and respectful to each other and to the adults.

Behavior Checklist:

How did this class do? Were they EXCELLENT in these 6 areas?



All Returned?



Yes = CELEBRATE

OK or No = Don't Celebrate (Rats!)
 Are there any specific issues I need to deal with when I return?

- All students quietly & respectfully sit in their assigned seat.
- All students complete MAP #5 and PE Prac #1
- All Students complete MAP Performance Event Practice #2
- Students are focused and on task and actively participating in MAP Review - Pick 6
- No students sent to buddy rooms.
- Students are kind and respectful to each other and to the adults.

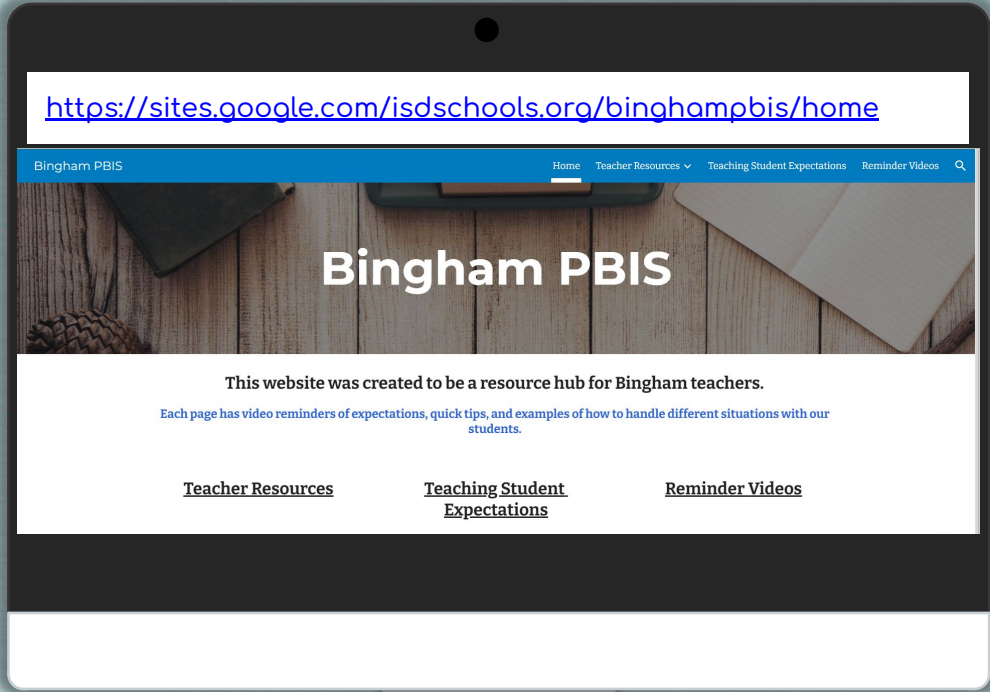
What we made these for
Who are they for
Who created this

Personal Reflection (as you watch):

3 Things I noticed:

2 Ideas I now have:

1 Big Question still remaining:



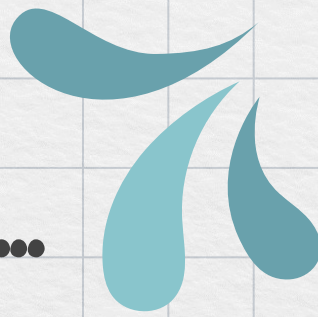
Website



**3-2-1
REFLECTION**

Our Reflection:

The IMPORTANT things we've learned on our journey...



1



Common Language is learned.

You have to be intentional, it doesn't just happen. Keep your "why" in mind.

2



It's an every year process

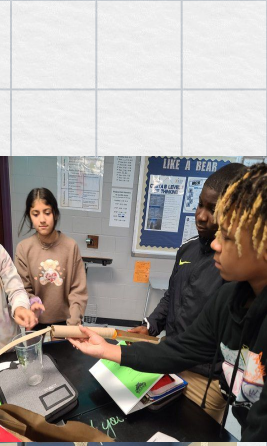
There are new challenges every year. We can't stay stagnant. We have to keep problem solving.

3



Consistency matters

It's important to have the same expectations. Middle schoolers need consistency and predictability.



Our MOST important thing...

is.....

Building a sense of community for students and staff.

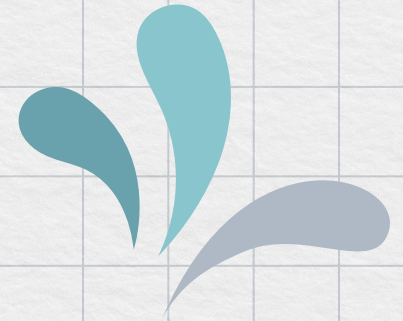


Questions?

Hold up your question cards.



We've shared our journey...

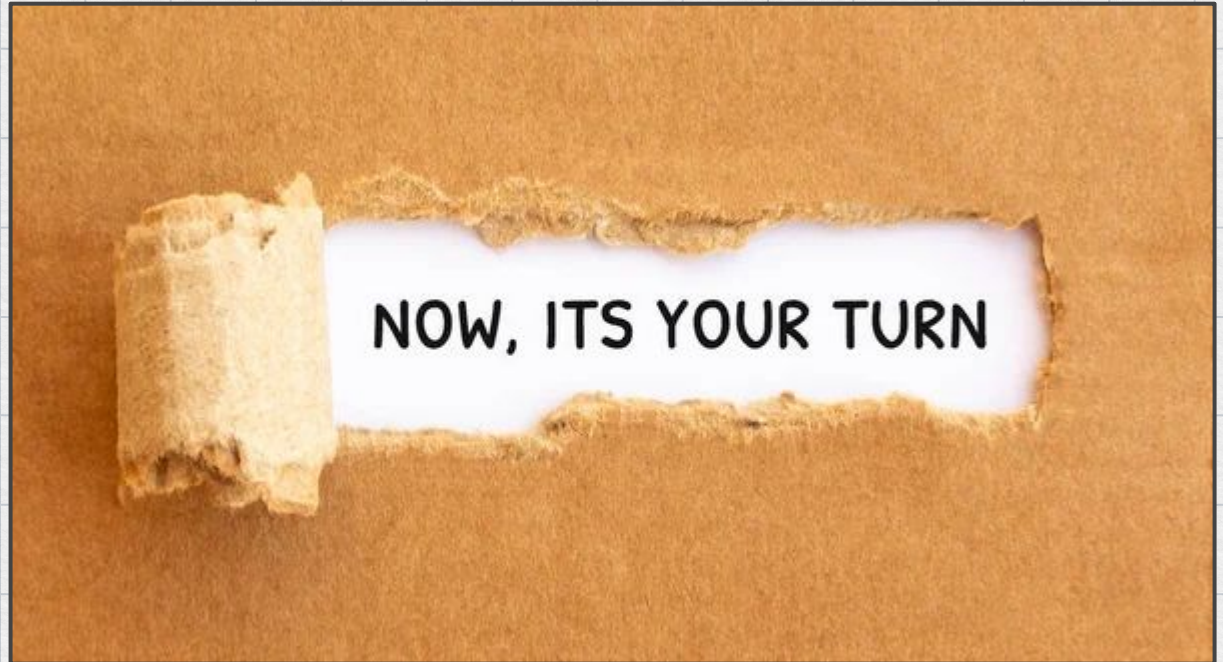


“To get through the hardest journey we need take only one step at a time, but we must keep on stepping.”

– Chinese Proverbs



WWW.PRETTYWILDWORLD.COM



Collaboration Time

Common Language

Behavior Lesson topics

Behavior Lesson scheduling

Website or Training Videos

Classroom Lessons

What do we have and use already?

What can we add?

How can we share or train others?

What do we need?

Who can create?

What kind of lesson banks can we create?

How often?

How much time will teachers have?

How will these be shared?

What's needed?

How can we get these to staff?

Who could make these?

What does my class/classroom need?

What do I want my room to look, feel, and sound like?

What words would remind students?

Use this time to work as a team to create your next steps with realistic solutions.



Problem or opportunity to investigate or address	Brainstorming possible ideas	List of realistic solutions

Next Steps



Building Name: George Caleb Bingham Middle School

District: Independence School District

Principal:

Dr. Brett Playter - brett_playter@isdschools.org

Presenters:

Sandra Hinckley - sandra_hinckley@isdschools.org

Kay Douglas - kay_douglas@isdschools.org

Ali Rather - alissa_rather@isdschools.org

Anna Zirpolo - anna_zirpolo@isdschools.org

Matthew Hahn - matthew_hahn@isdschools.org

Lee Anderson - lee_anderson@isdschools.org



Contact Information

