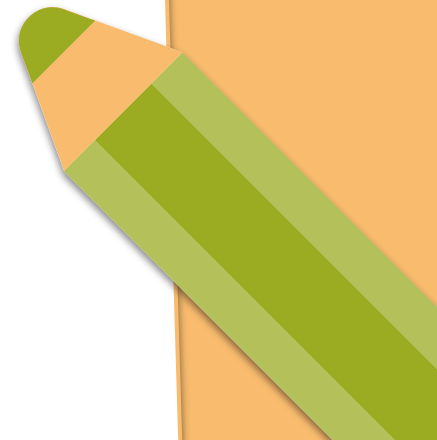


# Opportunities to Respond and Teacher Support

with Intentional Planning

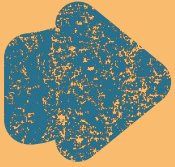


Follow along  
**<https://bit.ly/429fzuk>**

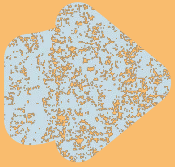


# Session Outcomes

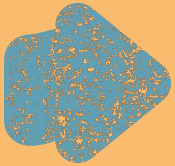
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Attendees will experience multiple strategies for increasing opportunities to respond in any content area.



Attendees will sample our Building PBIS website, Building Behavior Lessons, and explore ways to make training available to staff outside of traditional staff meetings with the “click of a button.”



Attendees will have the opportunity to collaborate, plan, and ask questions as they prepare for the upcoming school year.

# Summary

Join us for a hands-on and educationally pleasing experience where we will share multiple strategies for increasing opportunities to respond in any content area. Enjoy our World Tour (the World Wide Web version) as you sample our Building PBIS website, Building Behavior Lessons, and explore ways to make training available to staff and students outside of traditional staff meetings with the “click of a button.” Enjoy an opportunity to collaborate, plan, and ask questions as you prepare for the upcoming school year.

# Hello! We're...

## Bingham Middle School's PBIS Team

Dr. Matt Stacey  
Amy Harder

Lee Anderson  
Kay Douglas  
Amy Hill  
Sandra Hinckley  
Renata Kelly  
Tina Bailey





# About Bingham

## Our Demographics

A/PI = 3%    AI = 0.5%  
B = 16%    MR = 16%  
H = 16%  
W = 54%

## 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.

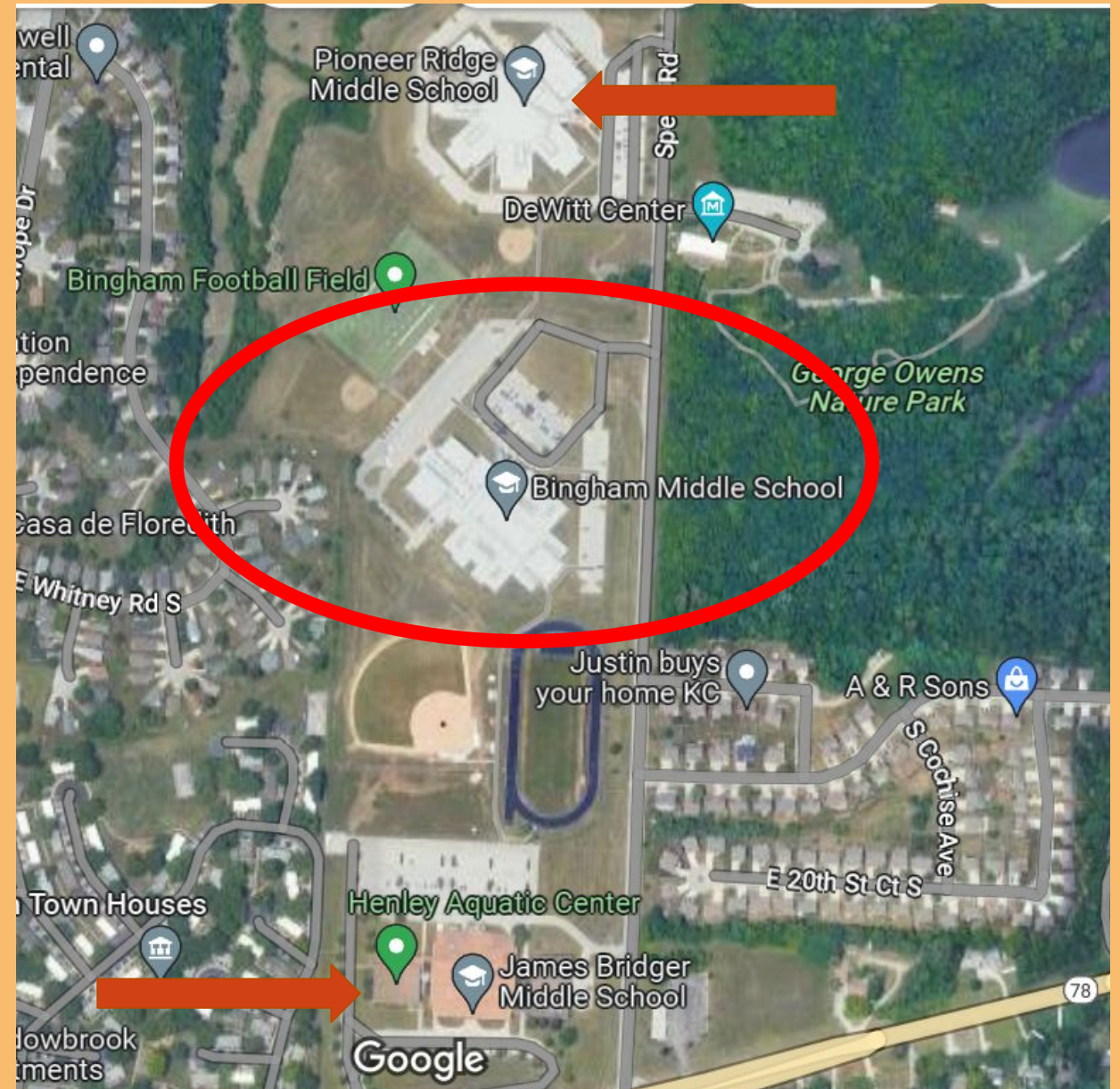
## Who are we?

We are a 7th grade/8th grade 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 85% free and reduced lunch and around 16% with IEP's. 69% with 0 office referrals and 13% with more than 6 referrals.

## What are our challenges?

New staff numbers, transient students, attendance, parent involvement in activities (we are not a neighborhood school), 2 new administrators, very few PD opportunities dedicated to PBIS.

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





# Intentional Planning

On your post it note,  
write your name and  
what PD you would pick  
if you could pick ANY  
PD to attend.

Warning ... this message will self-destruct in 05 minutes



## Reflect on

- Staff & Building Supports
- Lessons
- Procedures
- Supervision of movement
- Organization
- Opportunities to Respond
- Engagement

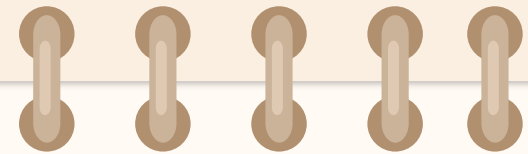


## YOU WILL NEED:



## TODAY'S TO DOs

- ☐ Intentionally plan 1 thing
- ☐ Prepare to try it



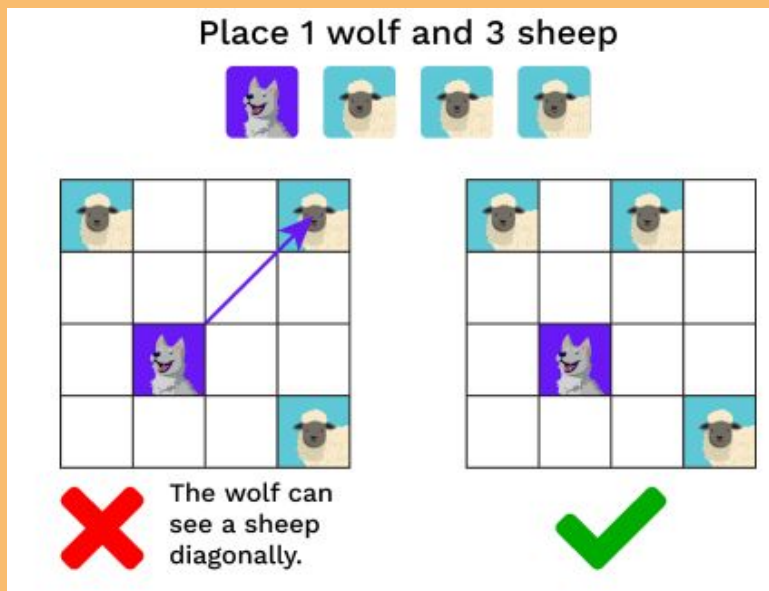
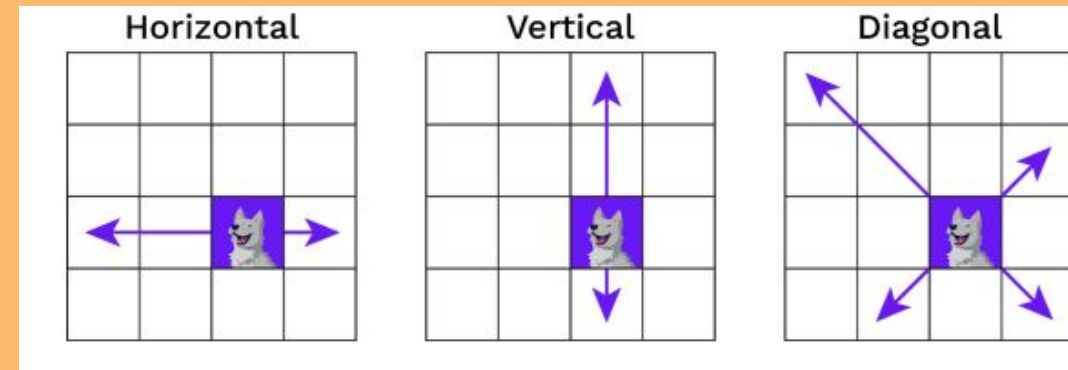
- ☐ Share your idea
- ☐ Take pictures
- ☐ Watch your phraseology
- ☐ Stay the course





# Wolves and Sheep

- Keep the sheep safe from the wolves.
- A wolf will eat any sheep that it sees horizontally, vertically, or diagonally.
- Each puzzle tells you how many wolves and sheep to place in the grid.



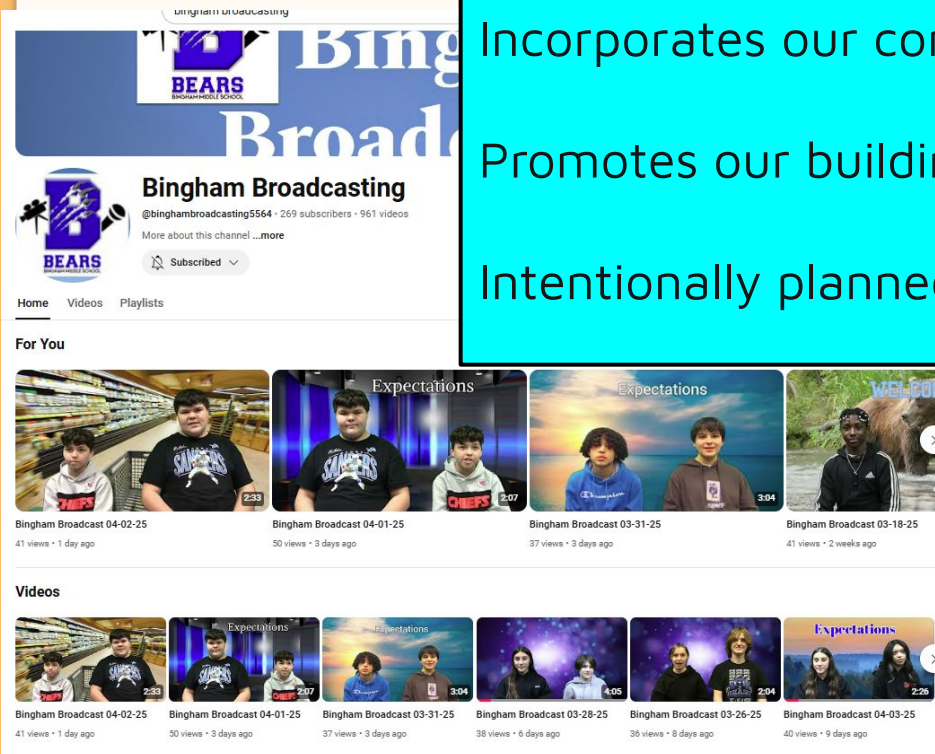
# How Bingham handles daily announcements

Produced by kids

Incorporates our common language in our announcements

Promotes our building expectations

Intentionally planned





# Bingham's Common Language

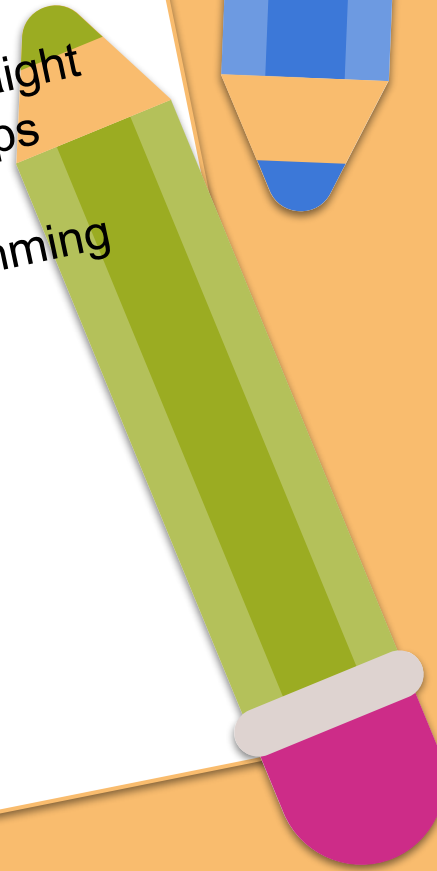
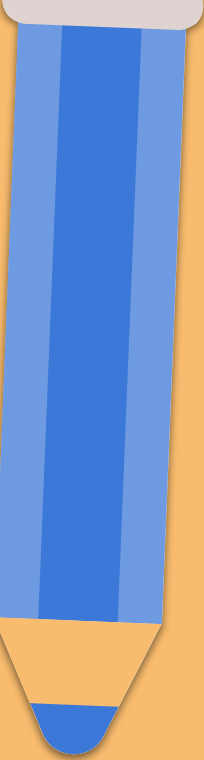
## Example of the Script for Monday Broadcasts:

**B:** Remember, when you come into the building that's when you decide if you want breakfast.

**A:** And your hood or hat should be down or off and your phone should not be visible.

**B:** Make sure you are walking straight to your homeroom, not making laps around the building.

**A:** Laps are for track or the swimming pool, not the halls of Bingham.



# Bingham's Common Language

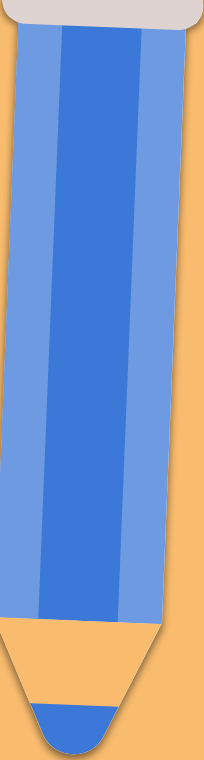
Everyday on the Bingham  
Broadcast we say:

A: Remember Bears,

B: Here at Bingham Attitude,  
Attendance,  
and Achievement are the Top  
Priorities

A: And every day we model the  
expectations of being **respectful,**  
**responsible, and safe.**

B: **Let's be Exceptional today.**



# Common Language Choral Reading

At Bingham we sit **"in seat and in bounds."**

At Bingham we **protect the learning environment.**

At Bingham, a disruption is anything that **stops learning.**

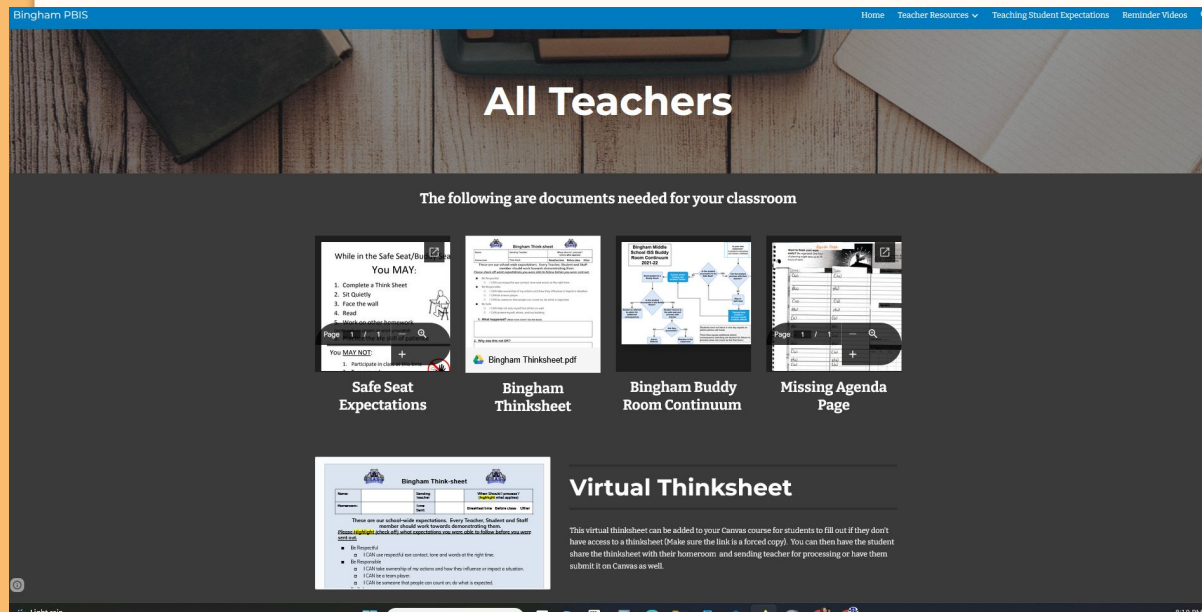
At Bingham we keep our cell phones **LOCKED up safely in our lockers all day.**

At Bingham we respond appropriately by **making things better and not worse.**

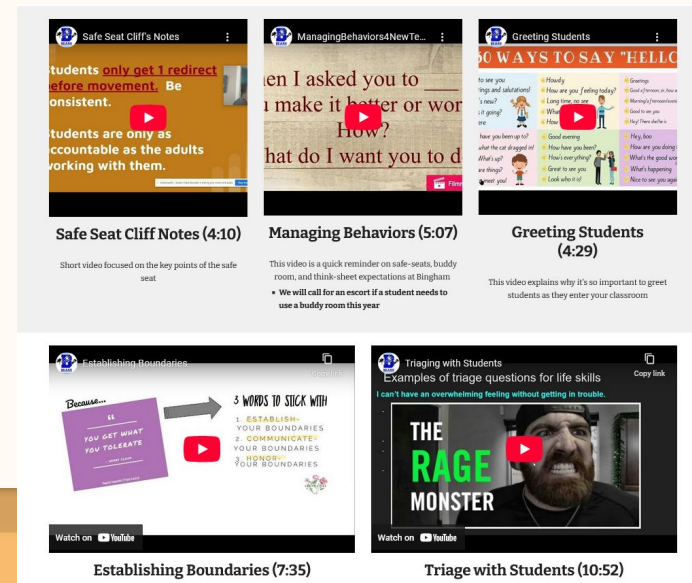
# How Bingham handles staff training and resources

We offer training through our website.  
Here are some of the topics we cover...

Because not everyone uses all of the resources on the website, we also provide training to teachers and staff through our Weekly Behavior Booster Lessons.



The screenshot shows the Bingham PBIS website interface. At the top, there's a navigation bar with links: Home, Teacher Resources, Teaching Student Expectations, and Reminder Videos. Below this, a large banner reads "All Teachers". Underneath the banner, a section titled "The following are documents needed for your classroom" displays four document thumbnails: "Safe Seat Expectations", "Bingham Thinksheet", "Bingham Buddy Room Continuum", and "Missing Agenda Page". Below these, there's a "Virtual Thinksheet" section with a description: "This virtual thinksheet can be added to your Canvas course for students to fill out if they don't have access to a thinksheet (Make sure the link is a forced copy). You can then have the student share the thinksheet with their homeroom and sending teacher for processing or have them submit it on Canvas as well." The page also includes a search bar and a sidebar with additional links.



A grid of six video thumbnails for staff training. Each thumbnail includes a title, a duration, and a brief description. The videos are: "Safe Seat Cliff's Notes (4:10)", "Managing Behaviors (5:07)", "Greeting Students (4:29)", "Establishing Boundaries (7:35)", and "Triage with Students (10:52)". The "Safe Seat Cliff's Notes" video is described as a "Short video focused on the key points of the safe seat". The "Managing Behaviors" video is described as "This video is a quick reminder on safe-seats, buddy room, and think-sheet expectations at Bingham". The "Greeting Students" video is described as "This video explains why it's so important to greet students as they enter your classroom". The "Establishing Boundaries" video is described as "3 WORDS TO STICK WITH: 1. ESTABLISH YOUR BOUNDARIES, 2. COMMUNICATE YOUR BOUNDARIES, 3. ENFORCE YOUR BOUNDARIES". The "Triage with Students" video is described as "Examples of triage questions for life skills".

Schedule of Bingham's Booster Lessons: 2024-2025	
Date (Tuesday)	Topic
Aug 19, 2024	Bingham Way Days (Mon-Wed) and Responding Appropriately (Tues)
Aug 26, 2024	Chromebook Expectations (Mon) and Bingham's Common Language (Tues)
Sep 2, 2024	Safe, Respectful, Responsible Building Reminders
Sep 9, 2024	Respectful in the Hallways
Sep 16, 2024	Responsible with Restrooms and Passes
Sep 23, 2024	Tardies
Sep 30, 2024	Following Directions within 3-5 seconds
Oct 7, 2024	Student-Led Conferences and Assemblies
Oct 14, 2024	MYOB
Oct 21, 2024	Processing
Oct 28, 2024	Be Organized
Nov 4, 2024	Gateway Behaviors and Veteran's Assembly
Nov 11, 2024	Conflict Resolution
Nov 18, 2024	Be Productive
Nov 25, 2024	Bathrooms and Character Stories #1 (one armed KC Chiefs coach)
Dec 2, 2024	Responsible Scholars (Handling Hard Better)
Dec 9, 2024	4:1 Positive Interactions
Dec 16, 2024	Last week of Semester 1 and Assemblies
Jan 6, 2025	Bingham Way Day - Semester 2
Jan 13, 2025	Procedures Check (To support AVID CCI Instruction 1.13)
Jan 20, 2025	Avoiding Defiance
Jan 27, 2025	Avoiding Defiance (repeated due to snow day)
Feb 3, 2025	Positive Interactions with Unfamiliar People
Feb 10, 2025	Responding Appropriately (Body Language)
Feb 17, 2025	Safety with Building Construction

Schedule


# How Bingham handles Behavior Booster Lessons

Bingham has a homeroom lesson schedule for each day of the week.

We have included ONE example for you to see what our entire Homeroom process looks like. Other sample Behavior Booster Lessons are linked below.

Lessons are used to teach both staff and students expectations and procedures and to keep the building unified with our Bingham Ways.

Click Me!



BINGHAM

WALKTHROUGH

QUICK REVIEW #2

Positive Behavior Supports (PBS) at Bingham


Click Me!

At Bingham...

- Our goal is to focus on noticing and acknowledging the positive behaviors in our building.
- Negative behaviors will be quickly redirected as much as possible and dealt with when necessary.
- Focusing on the positives will help us to notice MORE positives.

4:1

Ratio of positive to corrective interactions



SWEET SPOT

Click Me!

Let's take a closer look at KHFOOTY.

Hands

- Out of others' personal space.
- Off of others' personal belongings.
- Out of others' work and learning space.

Feet

- Out of the aisles
- On or near the floor
- Away from others' feet and belongings


Other Objects

- Out of the aisles
- Out of others' work and learning space
- Not thrown, hidden, or used to pester others




# PBIS Lesson

## Week of Mar. 31st - Apr. 4th



**Week of** \_\_\_\_\_

### Bingham's Weekly Check-In




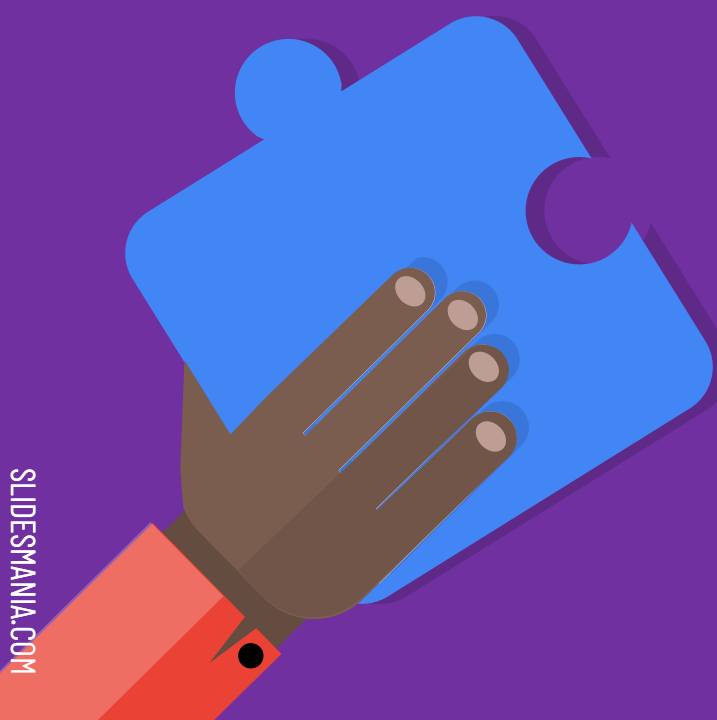
Tue: PBIS Lesson	Wed: Vocabulary Word of the Week	Thu: Grade Check	Fri: Binder Check																		
Lesson Focus:	Vocabulary word  _____	Class	<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Grade</th> <th style="width: 30%;">Missing</th> </tr> </thead> <tbody> <tr><td>ELA</td><td></td></tr> <tr><td>Math</td><td></td></tr> <tr><td>Science</td><td></td></tr> <tr><td>Social Studies</td><td></td></tr> <tr><td>PE</td><td></td></tr> <tr><td> </td><td></td></tr> <tr><td> </td><td></td></tr> <tr><td> </td><td></td></tr> </tbody> </table> </div> <div style="width: 60%;"> <p><b>Binder Cover</b></p> <div style="display: flex; flex-direction: column; gap: 5px;"> <input type="checkbox"/> Pencil Pouch with Supplies           <input type="checkbox"/> Agenda           <input type="checkbox"/> Reflection Section           <input type="checkbox"/> Homework Folder           <input type="checkbox"/> Neat &amp; Organized         </div> <p><b>Peer Notes:</b></p> </div> </div>	Grade	Missing	ELA		Math		Science		Social Studies		PE							
	Grade	Missing																			
	ELA																				
	Math																				
	Science																				
	Social Studies																				
	PE																				
Circle your understanding of the word 1   2   3   4																					
Quick sketch of the word	# of days abs _____																				
	Cumulative Attendance _____																				
	# of Tardies _____																				

Use the Weekly Check-in Sheet at the beginning of your Homeroom Lessons to fill out this week's PBIS focus.





# Behavior Booster Lesson



Quick Class Meeting  
Making a POSITIVE Impact  
Part 2

**At Bingham we...  
share positivity.**



Inspiring Greatness  
**ISD**  
INSPIRING STUDENTS. DIVERSIFYING SCHOOLS. DISTRICT-WIDE.


**Bingham's**  
**Weekly Check-In**

Week of \_\_\_\_\_

Tue: PBIS Lesson	Wed: Vocabulary Word of the Week	Thu: Grade Check			Fri: Binder Check
Lesson Focus:	Vocabulary word	<b>Class</b>	<b>Grade</b>	<b>Missing</b>	Binder Cover <input type="checkbox"/> Pencil Pouch with Supplies <input type="checkbox"/> Agenda <input type="checkbox"/> Reflection Section <input type="checkbox"/> Homework Folder <input type="checkbox"/> Neat & Organized <b>Peer Notes:</b>
	Circle your understanding of the word	ELA			
	3 4	Math			
		Science			
		Social Studies			
		PE			
	Define				
		Total # of			
	Quick sketch of the word	# of days absent			
		Cumulative Attendance	%		
		# of Tardies			



Let's be **EXCEPTIONALLY**  
positive.



HAPPINESS  
IS A MOOD.  
POSITIVITY  
IS A MINDSET.

@POSITIVELYPRESENT

In the next video, watch for

- Who has a positive mindset
- How others help keep the mood happy
- Reasons that positivity and happiness might be difficult in this situation
- Which part of the video makes you smile or feel happy



- Who has a positive mindset?
- How others help keep the mood happy?
- Reasons that positivity and happiness might be difficult in this situation?
- Which part of the video makes you smile or feel happy?



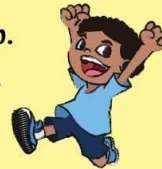
# HOW TO ENCOURAGE SOMEONE

## WHEN SOMEONE HASN'T STARTED YET

- Give it a try.
- Go for it.
- Why not?
- What are you waiting for?
- What do you have to lose?
- It's worth a shot.
- You might as well.
- Just do it.

## WHEN SOMEONE IS ALREADY DOING WELL

- There you go!
- Keep up the good work.
- I'm so proud of you!
- Keep it up.
- Good job.



## WHEN SOMEONE IS HAVING TROUBLE

- Hang in there.
- Don't give up.
- Keep pushing.
- Keep fighting!
- Stay strong.
- Never give up.
- Give it a good try.
- Come on! You can do it!

## WHEN SOMEONE IS FACING A HARD DECISION

- I'll support you either way.
- I'm behind you 100%.
- It's totally up to you.
- It's your call.

## WHEN TO INSPIRE SOMEONE

- Follow your dreams.
- Reach for the stars.
- Do the impossible.
- Believe in yourself.
- The sky is the limit.







***“Be an encourager, the world has enough critics already.”***

— UNKNOWN

## **IMPORTANCE OF SMILE**

CAREERCLIFF.COM

1. Smiling can make you look younger
2. Smiling can make you look thinner
3. Smiling elevates your mood and creates a sense of well-being
4. Smiling induces more pleasure in the brain more than chocolate
5. Even a forced smile can lead to a mood boost
6. Smiles can predict fulfillment in marriage
7. Smiling makes you seem courteous, likable, and competent
8. The span of a person's smile can predict lifespan
9. Smiling is contagious



Sources: psychologytoday.com



the middle.

# **TEACHERS**: Keeping things positive in the classroom with 4 positive : 1 corrective interaction?

## Positive

- “I notice you” fun comments in the halls
- Doorway and Hallway greetings
- Bear coins for supply checks
- Bear coins for agenda completion
- Class “Thank you for...”
- Class positive behavior checks
- Individual “Thank you for...”
- Individual class time “I notice you” comments
- Positive lesson comment (good work, good answer, good catch, courage, bravery, etc)
- Introduce yourself first (to students you don’t know in the hallways)

## Corrective

(to redirect or correct behavior)

- Look and shake your head
- Proximity
- “Try that again”
- “I think you meant to say...”
- “I know you don’t want to, but can you even though...?”
- Can you fix it?







Who is someone that can  
usually make you smile?

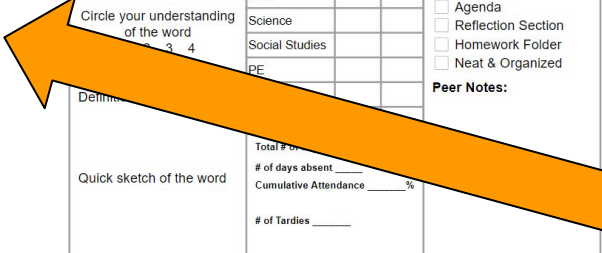
Who is someone that you can  
be positive with today?



## Bingham's Weekly Check-In

Week of \_\_\_\_\_

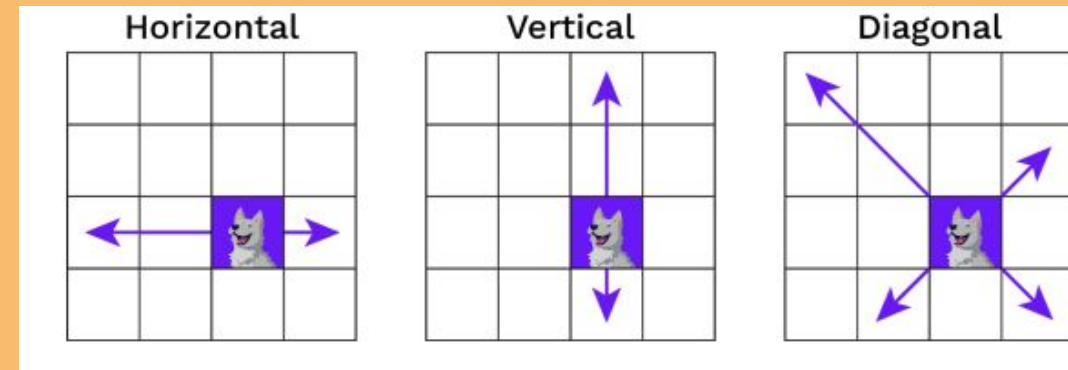
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 Circle your understanding of the word 3 4		ELA			
		Math			
		Science			
		Social Studies			
		PE			
Define		Total # of			
Quick sketch of the word		# of days absent _____	Cumulative Attendance _____%		
		# of Tardies _____			



Let's be **EXCEPTIONALLY**  
positive.

# Revisiting: Wolves and Sheep

- Keep the sheep safe from the wolves.
- A wolf will eat any sheep that it sees horizontally, vertically, or diagonally.
- Each puzzle tells you how many wolves and sheep to place in the grid.



Place 1 wolf and 3 sheep

The wolf can see a sheep diagonally.

❌

✅



# Teaching Partner Work Expectations

What made this assigned task hard?

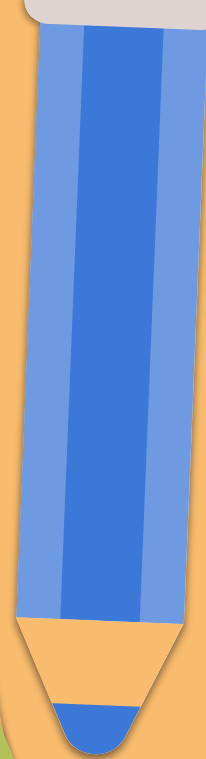
What would make this task easier?

What should working with a partner or group look like in this room?

- List 3 things it SHOULD look like and 3 things it SHOULD NOT look like

What should working with a partner or groups sound like?

- List 3 things it SHOULD look like and 3 things it SHOULD NOT look like



# Partner Work Expectations

## Looks like / Sounds like

- Working together
- Engaged
- Cooperative
- Not distracting
- Getting along
- Level 1 voice
- Kind
- Patient
- Not arguing
- Listening
- Active
- Helping
- Quietly talking
- On subject
- Focus on your group
- Serious
- Doing your part
- Doing your own work
- Looking at task
- Giving partner a chance

## Top 5 Behaviors to AVOID

- Not doing your part (letting partner do all the work)
- Not giving your partner a chance
- Goofing off / playing around / laughing
- Loud voices
- Not working

Why are these behaviors SO important in partner work?  
Which do you feel is most important?  
Which do you think is most difficult?

# Active Supervision



## Scanning


- Intentionally looking
- Look students in the eye
- Visually sweep all areas
- Positioned to see entire class

## Interacting

- While moving and scanning, frequently interact with students
- Helps with 4-1 interactions (can make positive contacts)
- Creates positive climate
- Allows a calm teacher presence when addressing behavior issues
- Proximity
- Pre-correction

# Opportunities to respond

- How to make education fun for kids
- Engages students thinking
- Increases participation
- Addresses the brains needs to maximize learning
- Movement after 17 min
- Verbal
- Non-verbal



# Methods for Providing Opportunities to Respond

- Teaching procedures and expectations

# Around the Room

Click to see examples

DINGBATS

as  
rain

Right as rain

THINGBATS

H<sub>2</sub>O



Hot water bottle

KINGBATS

PLOT

The plot thickens

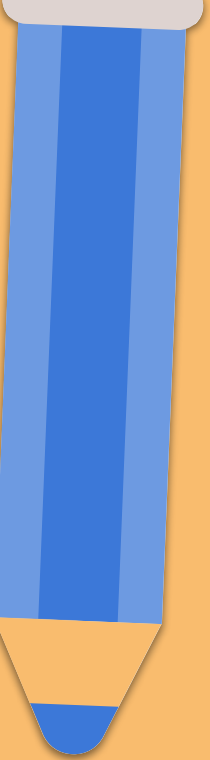
What is the purpose of this task?  
What am I supposed to do at this desk/station?

When will I move?

How will I move?

What should I do if I'm stuck?

What should I do when time is up?







# Around the Room answer key

<b>1. Mind over matter</b>	<b>2. Up for grabs</b>	<b>3. Shaky start</b>
<b>4. Ice cube</b>	<b>5. Everything to play for</b>	<b>6. Headquarters</b>
<b>7. Eyeglasses</b>	<b>8. Foghorn</b>	<b>9. Tennis net</b>
<b>10. Apple pie</b>	<b>11. Pumpkin</b>	<b>12. Coffee break</b>
<b>13. Round trip ticket</b>	<b>14. No excuse</b>	<b>15. Just between you and me</b>

# Pass the Problem

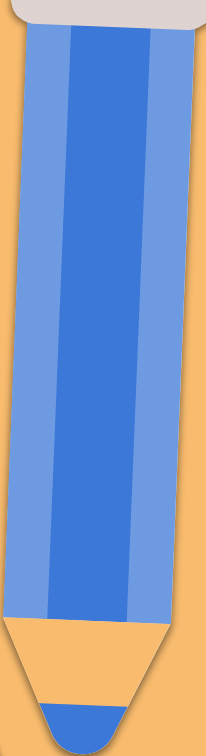
Start with the question on your desk.

Write your response

When time is up, pass the problem

Check your previous answer with  
the inside of the card you just  
received

Write your response to the new  
question on the current card



# Relays

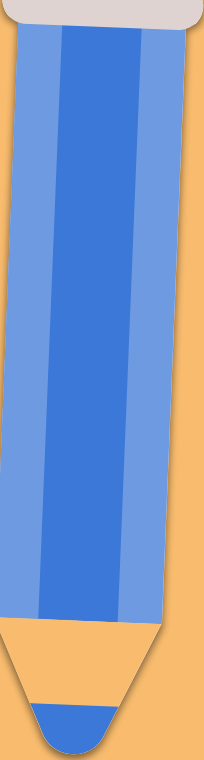


2 colors of writing utensils

Start with question #1 → one person is the writer, the other is the "go for"

The "go for" brings the answer up to be checked. If correct, gets new question.

Now the "go for" becomes the writer using his/her color to write the response and the other person is no the "go for"





# Opportunities to Respond

**Choral → entire class**

**Individual → raise your hand**

**Collaborative Study Groups (mini)**

**3 responses and then class response**

**Written responses**

**Gestures**

**(fist-to-five, ABCD/1234, PEMDAS, top x top)**

**Color cards**

**Marker boards**

**Post-its**

**Show me your writing**

## Quick Example #1 - Dry Erase Dots for grouping

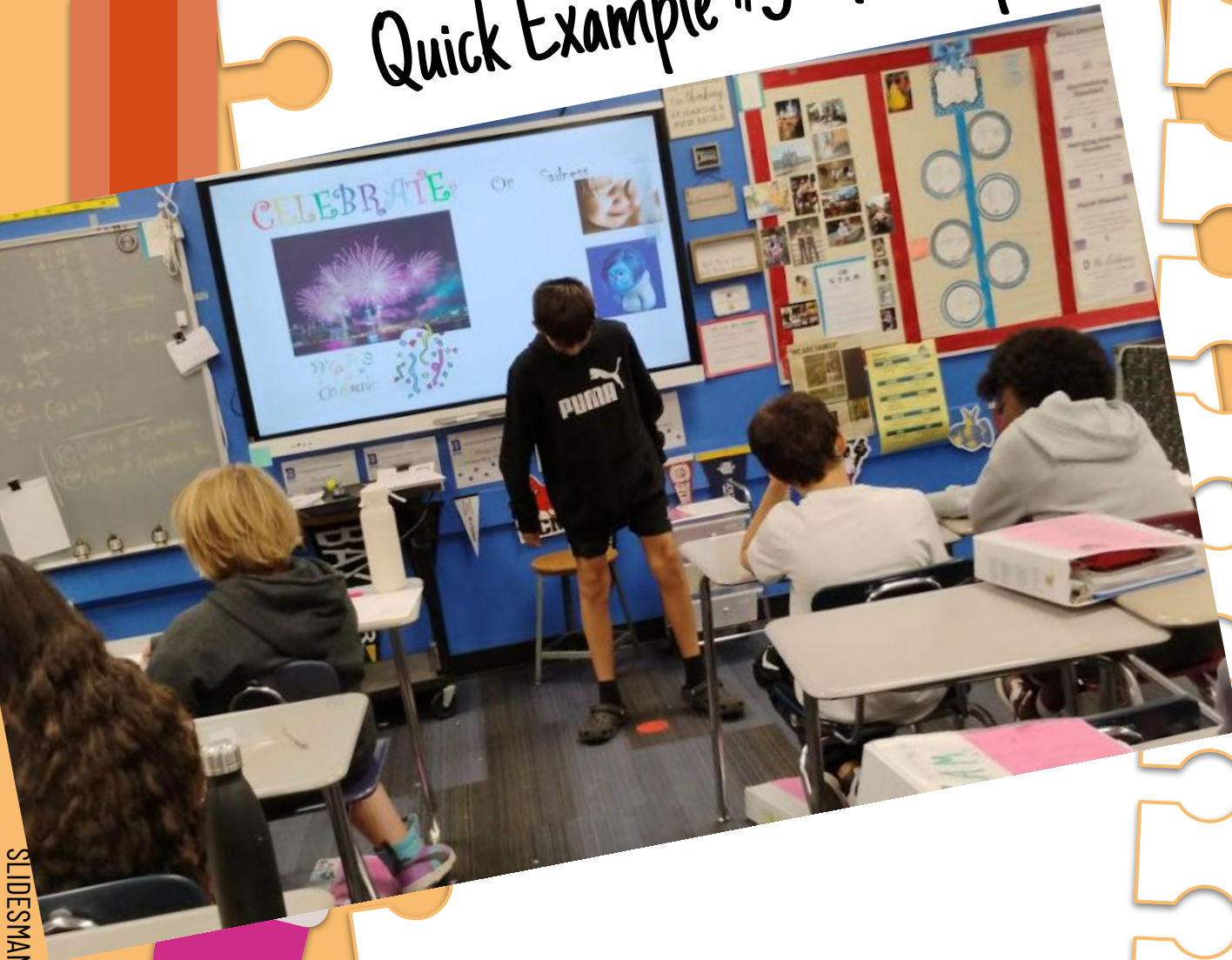


## Quick Example #2 - Supplies match Dry Erase Dots

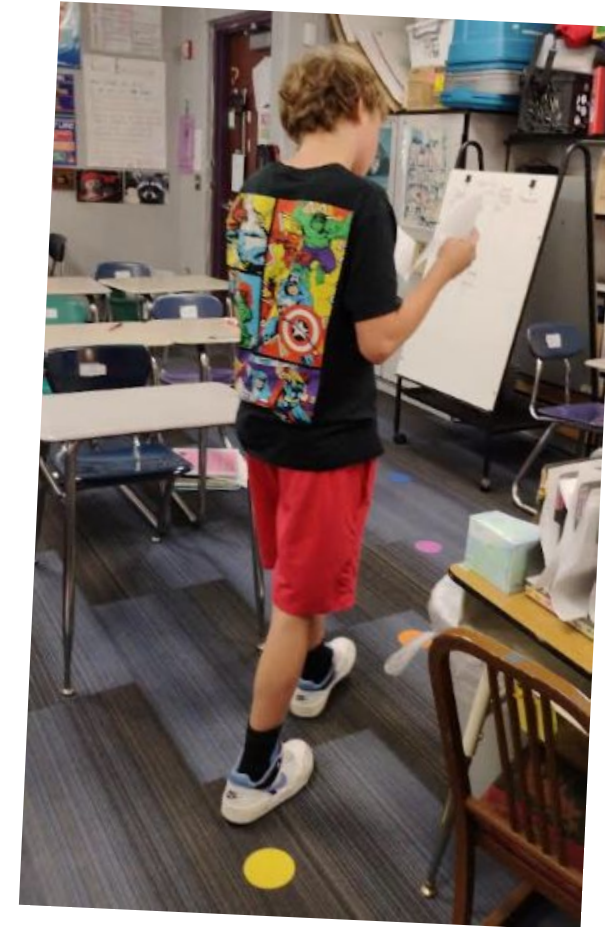




## Quick Example #3 - Hot Spot

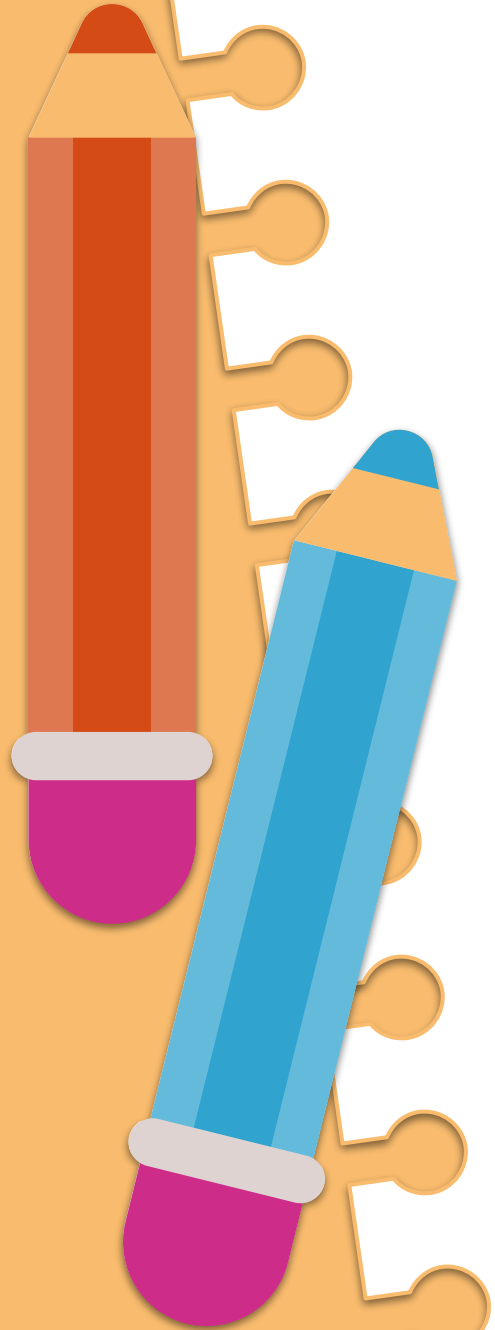


## Quick Example #4 - dots for movement

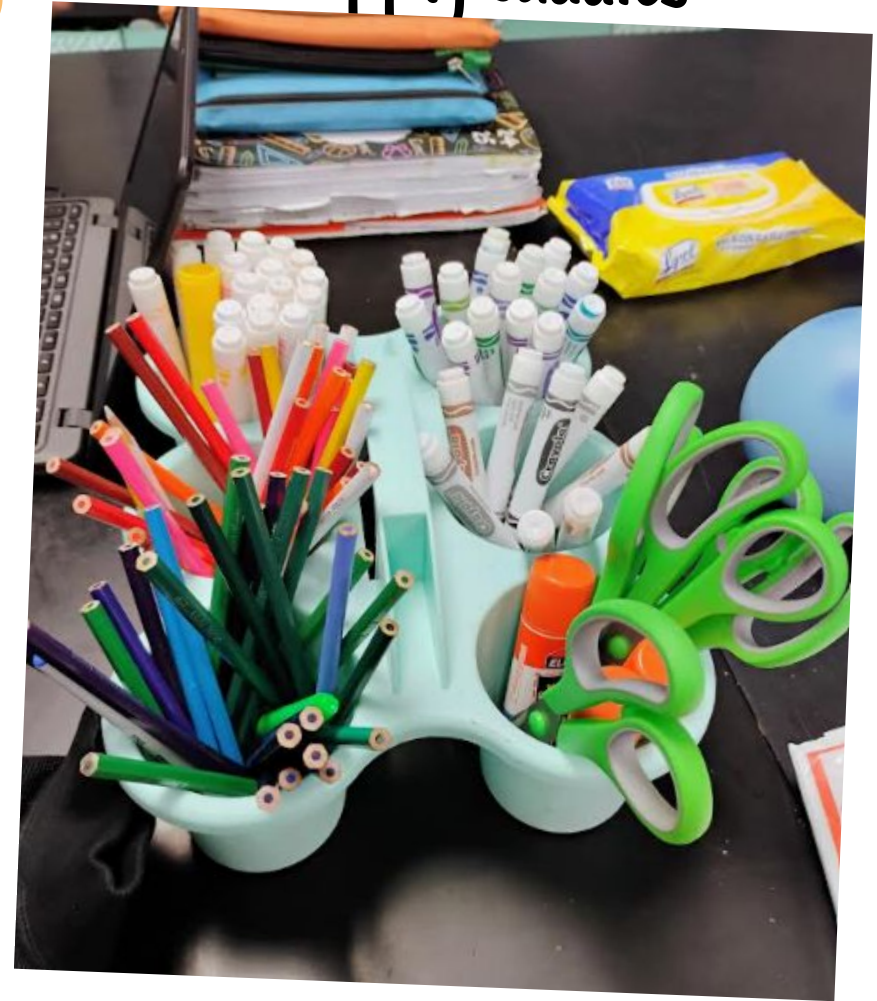


## Quick Example #5

Gym

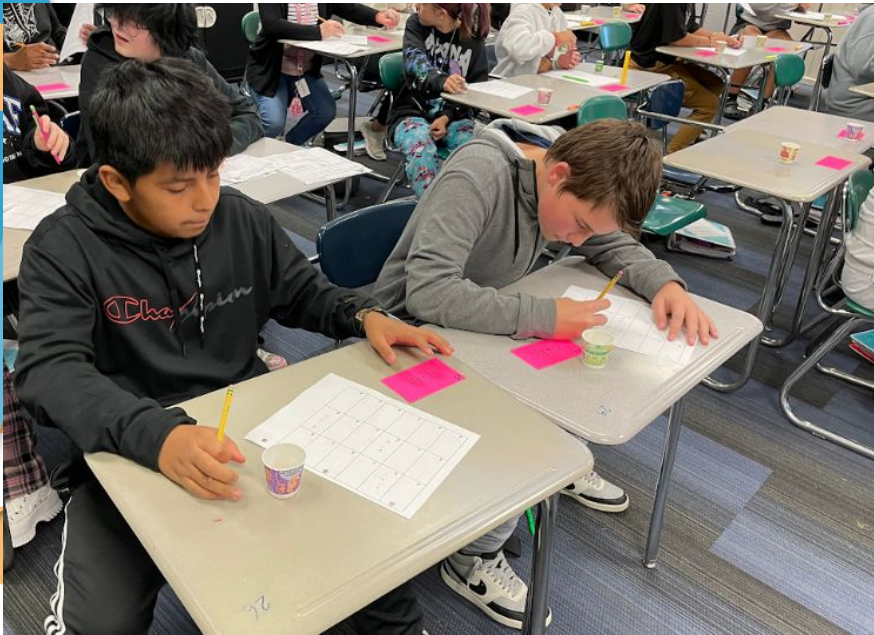


## Quick Example #6 - Supply caddies





# Quick Example #7 - Dixie cups, bowls, baggies, and colored paper



# Quick Example #8 - Magnetic White Board





## Quick Example #9 - Use of hallway space/ Wipebooks



## Quick Example #10 - Personal Marker Boards





## Kids who finish quickly

What do you want them to do when they are finished?

Where will they get these items?

What will they do if they finish this?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## slow/non-workers

Give choice → do you want to do #3 or #5?

How many do you think you can get done in 5 minutes?  
Show me that you did so that I can high five you

Do you think you can do 2 more?

Remind them of the "have to's"  
→ out of the entire page, you need to get these items done





## Supplies

What's needed?

How will they get / return it?

Take care of means...

## Movement (where and how)

Before

During

After

## Things to Consider

## Task selection

Purpose

Help

On task looks / sounds like

Work / finished product examples

Difficulty

Assistance

## Expected Behaviors

OK / Not OK

How to teach

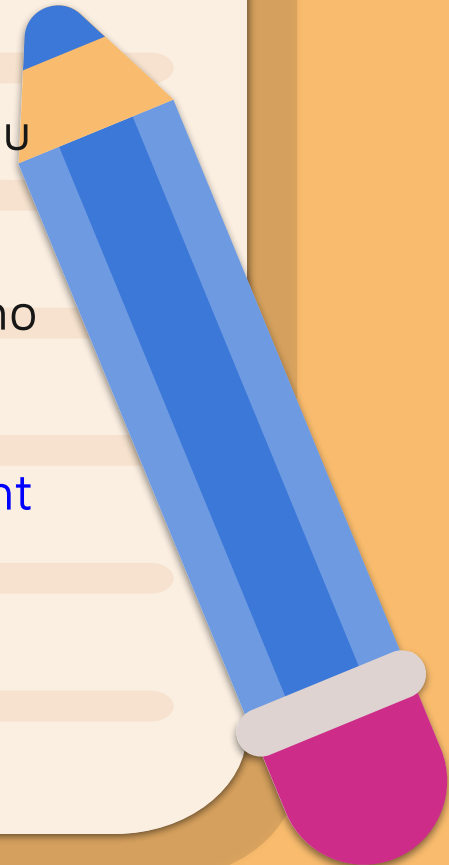
Back up for not OK

Discouraging unwanted behaviors



# Traffic Flow

Taking time to **establish** and **practice** a good traffic flow helps with:

- Avoiding traffic jams
  - Students using that time to start disruptions
  - Monitoring supplies
  - Reduce time spent and noise made
- 

# Tips for implementing

**Remind before** you start about how and why (this can be quick)

**Be consistent** in the words you use (if not, they won't do it right)

**Quickly addressing** people who try to do it wrong or forget

"No shortcuts"

**"Try again to practice the right way"**

Time to get Calculators



This is the slide Sandy left as part of her lesson plans for a sub day so that the sub could say the same words the students heard from her every day.

umber.

group)

calculator

r calculator

come up and around



# Grouping / Lining up

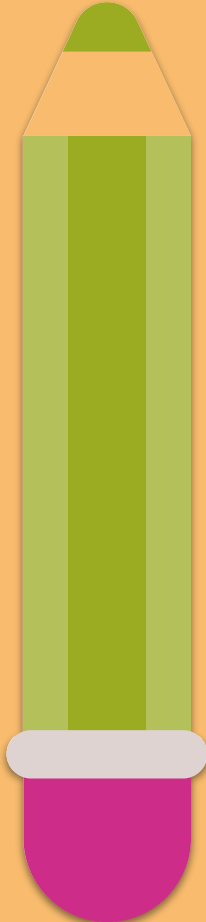
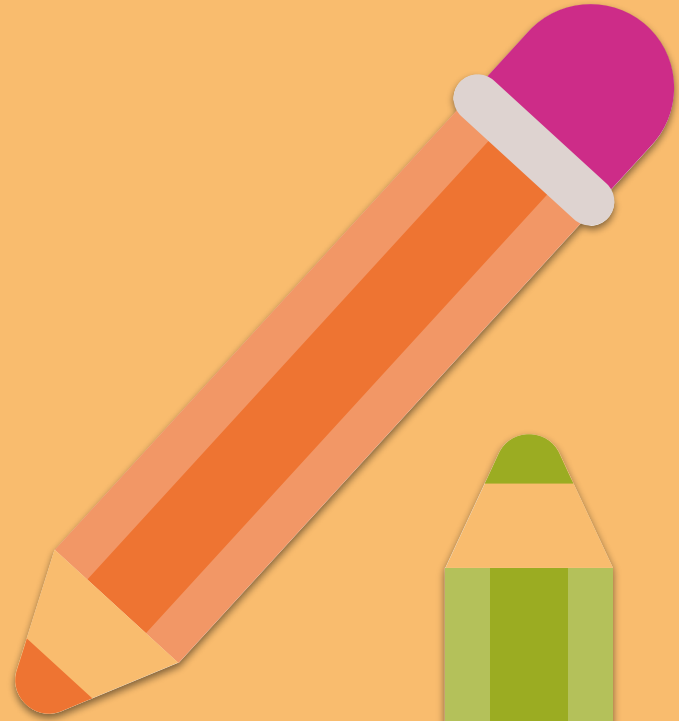
Letting kids pick their own group

Talking about picking your best friend

Keep in mind those who other's will not pick

Ability levels

Working with people you don't know or who aren't your favorite



# You don't have to stay stuck...try something.

If something doesn't

**Feel right  
Flow right  
Work right**

YOU can change it.

It will take problem solving, intentional planning, practice, persistence, and consistency (for a long time, educationally speaking), but the payoff will be worth it.





# Go Gadget, Go!



## Reflect on

- Staff & Building Supports
- Lessons
- Procedures
- Supervision of movement
- Organization
- Opportunities to Respond
- Engagement

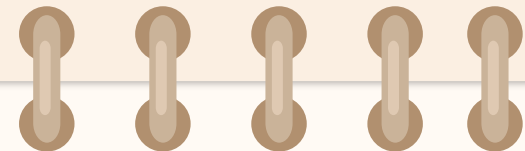


## YOU WILL NEED:



## TODAY'S TO DOs

- ☒ Intentionally plan 1 thing
- ☒ Prepare to try it



- ☐ Share your idea
- ☐ Take pictures
- ☐ Watch your phraseology
- ☐ Stay the course





# IDEAS!

## Time to Collaborate