

>> Thank you. How are we on audio in the back? Are you good? All right. Great. Thanks. First of all, I want to thank you guys. I mean, it's 1:45. It's 80 degrees, and it's sunny out. And you're in here, so talk about rubbing salt in the wound. So I apologize for that up front, but I do appreciate you coming especially with the last session before the major session that we kind of debrief and reconvene at the back end of the conference. So what we're going to do ... This last session today is condensed a little bit. The other ones have been an an-hour-and-15, hour-and-a-half sessions. This is a 1-hour session, so I'm going to move a little more quickly than I might normally move us through some things. How many folks have ... This is not your first Implementers Forum that you've been to? I bet a bunch of people, right? Okay. Now, out of those people that had their hands up there, how many of you have come to this type of a session before that I've done? Okay. So a fair amount of you. So there's not new stuff in here, but I know sometimes people come back for kind of a rejolt or a re-energize on the same basic stuff. So that's good. So let me kind of dive into this as quickly as we can given our time frame here today. First thing I always put out is a disclaimer. I am not going to probably share anything new or profound that I created by myself, but I've stolen from everybody else in the field over the years. And there won't be anything here that you've never heard of before. That's the good news, right? And there isn't bad news that accompanies that, but my primary goal or objective is trying to take these basic aspects of what we know to be evidence-based practice in terms of what does positive behavior support in the broadest sense or positive behavior intervention and support in a more kind of linear framework sense actually look like in the classroom or feel like in the classroom. In other words, what we find a lot of times is that schools that are implementing PBIS, whether they're in their first year of roll out or in their sixth or seventh or eighth year of roll out, whether they've been bannered at a fidelity level, a tier one or even at the advanced tiers, a lot of times there's some difficulty in the translation of, what does this actually look like in not just a classroom generically, but what does this look like in my classroom as a classroom teacher? I'm sure there's a lot of teachers in here. A show of hands, how many people are actually classroom teachers? Right? So you're going to be back in the trenches tomorrow. That's how I would define myself too. I've been an educator or a teacher pretty much my entire adult life in this sense and proud of that. It's a great profession. So what I'm going to do is try to help you kind of translate through the process of what this looks like in a classroom. So, in a basic sense, a couple conceptual pieces here to start us off. When we think about obviously this enterprise we know as education and what we share as professionals, we have two primary missions or charges that we're involved with. The one is a no-brainer. It's straightforward. Everybody knows about it. It was very encouraging this morning to hear Secretary Rivera talk about maybe a re-proportioning of how much emphasis is put on standardized assessments on the academic side of the street. But we know that part of the impetus for why those things existed despite whatever proportionality is put on that is the fact that academic learning outcomes are an expectation, right? That's why kids come to school. It's why a lot of us have jobs, right? Along those same lines though, there's this equal set of priorities that we have as educators that we refer to as social and emotional and sometimes called behavioral learning outcomes. So I'm going to start by asking a basic question of those of you that are in the classroom, not today, but day in and day out once you go back, is that how many people in here that are teachers, and if you're not a teacher, think of teachers you support or know, know of at least one kid that, if you don't address the social, emotional and behavioral issues, in other words, what we sometimes affectionately refer to as non-academic barriers to learning, the other stuff for a more technical term, how many people know a kid that, if you don't address that other stuff, you can pretty much forget about the academic outcomes? Show of hands. I mean, it's almost a rhetorical question anymore because it's rare that anybody that's in education doesn't have one hand up or two hands up in a surrender mode saying, "Yep. I know that kid. I know those kids. I see them at night when I go to sleep. I see them in the morning when I come into school. I see them in the hallway when they're not even there." I mean, you know who these kids are. They stay with you. They make an impression. So the reality is one of the basic things we need to

understand about the PBIS framework or, in a broader sense, multi-tiered systems of support or MTSS is this alignment and this kind of synergy and synthesis that occurs between academic supports and behavior supports. These are not distinct separate silos. These are an integrated system, and it can be challenging at times to integrate the support structures and an MTSS framework in schools. And it usually starts with alignment activities, but, over the course of time, we get to integration. So we'll talk a little bit about that to start today. Now, of course, the proverbial, you got to have one triangle in a slide. So here's my triangle. How many times did you hear that tonight? All right. Or I told you I was going to steal stuff from people. So this is the obligatory triangle that we'll have up here, but I put it up here primarily for the reason to understand that when we think about those two primary missions we have as educators, we also then build support structures or systems to help us facilitate or address the types of issues with the kids we're working with to either get those academic outcomes, social, emotion, behavioral learning outcomes and ideally kind of the whole enchilada and integrated in a sense. So let's just, for a moment, pause and think about the academic side of the street. When kids struggle academically, they tend to struggle ... And these are pretty general terms, but I think this kind of works for almost any situation that I've ever run into in schools either as a teacher or working with teacher, is when kids struggle, they struggle with one or two basic reasons academically. It's either what we call a skill deficit. In other words, they haven't acquired this skill that they're being expected to perform and being exposed to in the curriculum. So it's just an outright deficit. They just do not know how to multiply two digits by two digits. They do not know how to phonetically decode written language or read for comprehension. They just don't have the skill. The other set of scenarios that can emerge with kids that struggle academically is not so much an outright skill deficit, but what we would call a skill fluency issue. Sometimes we'll refer to that as mastery issues. In other words, the kid is inconsistent with his or her performance, which means they're kind of in the acquisition phase of learning the skills, but they haven't mastered them where they can just do them almost from muscle memory in terms of what they need to do to be successful in performing that academic set of skills that we're looking for. Now, when we switch over to the behavioral side of the street, I would argue very fervently that same phenomena exists, but we tend to look at behavior differently than we do at academic issues. Now, I think people in this room, including myself, have learned that, "No. These really are very related, if not one in the same." But a lot of the people that we work with, we try to support, we try to encourage, including our community memberships, our school boards, our neighbors, etc., really tend to look at behavior issues as fundamentally different than academic issues. But I would pose that the two primary reasons why kids struggle in terms of the social, emotional, behavioral side are those same two reasons on the academic side. Either, one, they just do not know how. They do not have the social skills, the social problem-solving skills to figure out how to interact with another kid when they have a conflict, and as opposed to resolving their issues with words, they resolve their issue with physical force or name-calling or teasing or whatever the inappropriate behavior might be. Or the second scenario is it's an issue of they've got the skill, but they're really inconsistent with the skill. Again, they're not fluent with it. They haven't mastered it so that they don't consistently, say, resolve conflicts using words rather than physical actions. So when we think about academics and behaviors, we really need to understand that what is required in both sets of instances when we have either skill deficits or fluency issues is direct instruction. It's direct instruction in the curriculum in the form of math, social studies or science or whatever it is. It's direct instruction in the curriculum that we call human behavior, social interaction, social problem-solving, social skills, listening to others. These are not, I would argue, soft skills. These are as a hard a skill as any content area is, and the more we can view them that way, the better we position ourselves as educators to actually act in a manner that is more instructional in nature than it is kind of gotcha police action in nature in terms of primarily focusing on when kids don't meet the behavioral expectation. So let's build on this a little bit. Now what we're going to focus on here today in the short time we have is preventative classroom management, and, in particular, we're going to be looking at

what we call tier one areas on the behavioral side of this figure. And we're going to be looking exclusively at preventative approaches. We're not going to even be spending time, because we won't have it, to look at redirection procedures or anything like that, but just, what are the core elements of good preventative positive behavior support in the classroom at the classroom level? So let's kind of drill down a little bit on this issue of problem behavior. This is the age-old proverbial question of what causes problem behavior. Is it nature, or is it nurture? And as I say all the time that it's a really interesting philosophical conversation to have, especially over a couple of beers in a bar late at night but, practically speaking, doesn't really matter, right? In other words, any kid that I know of that has struggled either academically or behaviorally at the same time or one leading to the other, it's an interactive effect. It's not, "Oh, that's just how the kid's wired, and that's how he'll always be wired." Or it's not just, "Well, this kid will never learn how to read, write or do math. It's just never going to happen. That's just how it is." Right? So let's kind of unpack this a little bit, and I try to ... Again, in an approach to kind of demystify the rich empirical evidence base that we have, I try to use really simple analogies and examples and ask you to actually reflect on things a little bit in terms of how some of this stuff relates to your own personal life. So let's kind of start with that. How many people in here know of someone that fits the general following kind of profile, if you will? As soon as the sniffles and the hacks and the wheezes and the runny noses and all the other interesting bodily fluids that come with the territory start to occur with what's passing around the hallway in our schools on a given day, you can almost anticipate that I know that this person ... It might be a colleague. It might be a kid, but I know this person is probably going to be starting to cough, wheeze, hack, sneeze, all do that. They're going to get it sooner rather than later. How many people know somebody that kind of fits that profile? I would imagine most of us. Hopefully this one's not you, of course, but, you know, we all know somebody that is, for whatever reason, appears more susceptible, just seems to be sick more often or not feeling well more often, right? Now, let's take kind of the same mind-set, but let's kind of turn it 180 degrees. How many people know somebody that you can't remember the last time that, I won't say that they got sick, but that they were sick to the point that they just weren't able to function, you know, those people that can just work through anything, and sometimes you don't even realize that they weren't feeling, you know, ill or something? How many people that know someone that fits that profile? Right? Most people. Absolutely. It makes sense. Hopefully, that one, of course, is you, right? That's the one you want to be. But what you have there is nothing more than a simple example of what we call the natural diversity of how human beings fall along a continuum of, in this case, physical health resiliency. Some people tend to get sick more often. Some people tend to get sick less often. So that's a continuum, right? From the extremes and lots of people in between. Now, let's take that same notion of kind of this continuum of resiliency with physical health issues, and let's just tweak it a bit. How many people know somebody that fits this profile? This is somebody who is really, really organized, meticulous to a fault. They're actually ... I mean, they're actually very skilled and adept at planning things and thinking about lots and lots of contingencies to the point that it almost is like, "Gosh, they have like 18 different scripts for what could happen." This is the type of person, if you're planning a wedding or a big event, this is who you want in your camp, right? But. But as soon as something, regardless of how planned they were, happens, once something goes sideways that wasn't in the plan, they're kind of stuck like a deer in the headlights of a truck. How many people know somebody like that? Like they're really good ... And then, all of a sudden, "Crap. That came out of left field." You know? And all of a sudden it's like, "Uh," and they're, like, stuck. I mean they're literally, sometimes, physically stuck in space, right? Now, let's take that same scenario and turn it around. How many of you know somebody that is kind of this situation? This is the proverbial person who's like the cat. If I climbed up on a ladder ... Don't do this at home. But if I climbed up on a ladder with a cat, flipped it off, it would do its somersaults and everything, four paws and purring, right? In other words, this is the kind of person that, even when something goes totally out of whack, they hardly ever even break a sweat even though on the inside they might be panicking and their heart rate

might be like a rabbit, on the outside, they look calm, cool and collected. And no matter what is thrown their way, man, they are just boom, all over it, and it looks like no big deal, just moving on and moving through it. Show of hands. All right. Now, again, for those of you that know people like this, you're like, "These are the people that sometimes we human beings feel envious about." And we're like, "Could you screw up once in a while to make the rest of us feel good?" But the reality is what you have there is nothing more than how people sort and fall along a continuum of dealing with, in this case, environmental stressors or life circumstances. You could equate that to, not clinically, but equate that to behavioral health issues, how somebody kind of manages stress under really extraordinary circumstances. Some people freeze more quickly than others. Some people never freeze, and, in fact, they never break a sweat. Or they don't look like it to us. Now, the reason I ask you think about that, because you're probably thinking about moreso, more likely than not, not kids, but people you know in your adult life, probably colleagues, probably friends. But what I just described to you there are the same kids that come into every single one of our classrooms every single day. They come in along a continuum. They come in with all sorts of levels of resiliency, all sorts of levels of life experiences, right? And they come in with all sorts of skill sets and skill sets that need to be further bolstered or built over time. So that kind of natural diversity that exists of how we as adults sort along these continuums is the same phenomena that occurs for the kids in our classrooms day in and day out. So what occurs is this kind of interactive effect in our classrooms when we're instructing. This is one of the reasons why you can have the exact same types of things going on with two particular kids, same tasks, same pace, same scope, same curriculum, same density of reinforcement, same performance of corrective feedback. You could even put them side by side, sitting in the same room, but the two kids might fundamentally react different to the same set of environmental circumstances because we all kind of experience our lives through our own personal prisms. And those personal prisms are designed with a combination of both, one, our learning experiences, our predispositions, our genetics, all of these types of things in tandem with the environmental factors occurring around us. Now, the other thing to think about is teachers or as educators is, out of these two, nature or nurture, which of these two do we have the most influence over? Notice I didn't say control, but influence over day in and day out. Nature or nurture? Nurture. Absolutely, right? And that one's almost rhetorical too. Absolutely the nurture side of it. Now, I'll be honest, and I would imagine if you're honest with yourselves, I know I have, on occasion working with particular kids or young adults that were really challenging or confusing or perplexing, I'd be like, "What makes this kid tick, and, boy, would I like to get in there and do a little bit of DNA re-engineering if at all possible." Right? I mean, I'll be the first to admit I have thought that. The good news is, one, we don't have the scientific technology yet. We probably will some day. But, two, obviously, even if we had it, that would not be the ethical thing to do, right? The last thing we want are a bunch of drone students or Stepford students or whatever you want to call them in terms of they're all looking the same, walking the same, talking the same. That diversity is, if nothing else, what keeps us motivated and moving forward. So the reality is that you've got these kinds of dynamics where the kids that are coming into our classrooms are kind of coming in with what they got, and then it's our job, collectively as educators, to work with that like the proverbial lump of clay and try to mold, shape and facilitate growth and development over the course of time. So it is this nature/nurture interactive effect, but the nurture piece is the thing we really have the most direct influence over. What we teach, how we teach, when we teach, all those types of dynamics, and that's what preventative classroom management is really focused on. We don't have the technology, nor ethically should we be engineering in terms of what's going on with people. So the first thing I would always emphasize with understanding classroom management is I think the biggest problem we have is with the term itself. When you hear the term management, the first thing that comes to mind, usually, is manage or control things. Well, I don't know about you, but the only thing I can manage is my own behavior. That's the only thing, and that's on a good day. All right? If you ever doubt that, ask my wife. She reminds me daily. No. But the reality is that

that's the only thing we really have any degree of high-confidence ability to influence is how we act under a variety of circumstances. So one thing I would suggest is, when we talk about classroom management and we talk about positive behavior support in the context of classroom management, I would suggest the following definition. When we use that terminology, what I'm really referring to here is at the bottom. Classroom management is really about teacher self-management of instructional practice when in group settings. In other words, we're going to be focused on what we're doing when we're in some group instructional setting. Now, that group can be as small as two kids. Or that group could be as big as ... or individuals as big as probably guesstimating 175 people in a big room. All right? Now, by saying it that way, understand that what we do instructionally absolutely influences how the learners we're working with will respond to us. When I say we can't manage or control behavior, I'm not saying that means that we have no accountability for that. What we do makes a difference. What I do any moment in time here in the hour that you've invested with me here is going to make a difference on what you do sitting in your seats right now. No if, ands or buts about it, right? But the notion of trying to control or manage you makes no sense, and what it does is it automatically positions me in more of like a monitoring and a police action mode as opposed to saying, how do I engage people in asking them to think about things and engage with one another in some learning activities? So we're talking about self-management in group instructional settings. Now, I want you to take ... I'm going to give you about maybe 45 seconds because our time is tight today. I'm going to give you about 45 seconds here in a moment to do a quick reflective exercise, a pair-share, so you can do it in either with a partner or with three. Please try to go less than three because you won't have adequate time. But, before I tell you what you're going to do, I'm going to give you a visual cue system because, obviously, from a management standpoint, I need to be able to bring you back to the roost here in a reasonable amount of time. So, when we get to about 10 seconds left, I'll say, "Ten seconds," put my arm up in the air, and then I'll give you a five, four, three, two, one countdown just to try to kind of bring us all back on task, not that you'll be off task when you're having your conversation. What I want you to do is I want you to think about what are some common examples of what I would refer to as pet peeves, the little things that become chronic and persistent, that can, over the course of time, wear your resiliency down when you're interacting with kids in the classroom? I'm not talking about the major, major disruptive things that require direct redirection on your part or my part as a teacher, but it's the little incremental stuff, that low-level behavioral noise that, if it persists too long or it gets contagious with everybody, it's the stuff that essentially drives us nuts as teacher. And it makes us feel really, really ineffective, and we lose lots of quality instructional time. I want you to come up with at least one or two examples in a quick pair-share, and then we're going to unpack a couple of those to kind of set the stage for where we're going to go. Okay? So does anybody have questions on what I'm going to ask you to do here? You're going to have all 45 seconds. Okay. You are on the clock, and go. I got the clock for you. Ten seconds. Five, four, three, two and one. Okay. Thank you. Thank you for coming back that quick. Let's get some examples out here. We're obviously not going to say, "Okay, everybody. Let's get them all out," or we'd be here for 3 1/2 hours. And we don't need that much therapy today, but let's get some scenarios or examples out here. What are examples of what you would call your own personal pet peeves, the things that really kind of get under your skin?

>> Calling out.

>> Kids just calling out rather than raising a hand. Okay. Sure. Absolutely, especially when you get a cacophony of noise, right? How about other examples? Who's got another one? Please.

>> Bathroom breaks.

>> Bathroom breaks. Kids got to go a whole lot, huh? Okay. All right. So that, and then it gets contagious, right? Yeah. All right. Say again.

>> Humming and tapping.

>> Humming and tapping. Okay. Humming and tapping. All right. Others. A couple more. Go ahead. Yep.

>> Bossy kids that want to tell all the other kids what to do.

>> Bossy kids that want to tell all the other kids what they want to do. Teacher. Teacher. No. Okay. Great. Real loud.

>> Tracing the same word over and over.

>> Tracing the same word you said? Or same thing over and over ... just sitting there. It's almost like doodling, except it's structured doodling, right? All right. A couple more. Yeah.

>> Defying me.

>> Defiance. Okay. All right. Defiance. What else? How about a couple other examples? One or two more please.

>> Earbuds or cell phones. Earbuds.

>> Earbuds or cell phones. All right. Depending on what you have as a school policy. Any others? Let's get maybe one or two more.

>> How about the inability to focus longer than about 10 seconds?

>> Okay. Inability to focus longer than ... And I saw some reactions already that say, "I'd take 10 seconds from some people." Right? All right, but the inability to focus for some reasonable sustained amount of time, right? Okay. Or things like telling a direction. I'm sure you never run into this. You give a direction, and, as soon as you complete the direction, somebody says, "What are we supposed to do?" So you of course repeat the direction, and then what happens? Somebody else says, "What are we supposed to do?" Right? You know, so I mean ... You know, it's this kind of stuff. It's not like it's major, like, eruptions or things that are the big, big stuff that require immediate crisis intervention, but this is the stuff that, honestly, can just wear us down and beat us down and, as a result, adversely impact our resiliency. And, as our resiliency dips, our ability to self-manage our instructional practice is adversely impacted. It's really that simple and straightforward. So, when we think about these pet peeves that you came up with, most of these, if not all of these, pet peeves can be sufficiently ... I did not say 100 percent perfectly, but can be sufficiently reduced and addressed through the use of good preventative universal practices. We can diminish that level of what we kind of generally call the behavioral noise, that low-level humming if you want to make it really literal like the example we had. We can reduce that if we have in place a combination of certain key or core effective preventative practices, and those are the things that I want to kind of highlight here today for you. In particular, we're going to talk about, what I review as kind of the proverbial triad, these three things, and the way I usually suggest is that you view them almost like a three-legged stool that you would sit on if you were doing an art project or maybe at a kitchen counter or something in that each leg by itself has strength and weight-bearing capacity, but

where the real strength comes is the interconnection between the legs. So, if you pop a leg out and it's gone, sure you can still sit on the stool with two legs, but you're wobbling. And it's not going to be quite as stable. If you're sitting on one leg, really, good luck with that one, but the reality is that it's ... You still could maintain or bear weight, but the capacity of that chair is minimized. These three things interact particularly well, and these are, in many ways, the exact same three things we talk about with PBIS when we look at it school-wide in nonclassroom settings. We're just going to talk about it a little bit more operationally in terms of what it looks like in the classroom setting. These other two practices down here under intervention, these would also be tier-one approaches. We're not going to spend time on that today. The PowerPoint is with PaTTAN, so you'll be able to get all these slides. I've got lots more slides on here that we're going to go over. So for any of you who did download the thing, and you're staying, "How's he going to get through that many slides in an hour," we're not. So relax, but it's all there for you. So let's kind of unpack these one at a time a bit. What we want to do is we kind of want to find this balance preventatively between prevention and intervention of what we call the proverbial 80 percent, 20 percent balance, and, by that, think about it kind of like a retirement plan or a personal portfolio one has. You're going to be investing resources into that retirement plan or portfolio. We invest our time and energy in the classroom in lots and lots of things, not just classroom management, right? We've got tons of duties and tasks we do on a daily basis, but there is still some portion of our time every single day that we're investing in behavioral management types of activities. It's not the only thing we're doing, but it's a part of what we do. So it's a part of the pie every single day. What we want to do is try to make sure that that sliver of the pie that we invest in management issues, that we're investing at least, at a minimum, 80 percent of that time on preventative practices like the three we're going to delve into here so that, at most, we're doing no more than 20 percent of the reactive intervention redirection types of procedures. Now, on a good day, it might be 90/10, 95/5. You might have a wonderful day, and it's 100 and zero when you think about it at the end of the day, but don't bet the bank on that because we know that's not always going to be the case, right? So things are going to fluctuate from day to day, but we're trying to find this 80/20 balance. The 80 percent bare minimum focused on prevention so that we have to intervene no more than 20 percent of the time, and this is still a tier one. We're not talking about tier-two procedures, and we're definitely not talking about advanced tiers functional assessments, multicomponent support plans or anything like that. So let's talk about this first aspect of things: rapport. How many people have heard the term rapport? If you're an educator, your hand ought to be up, right? I mean, you probably read about it. You've heard about it, but I think this is one of the areas that, in the field of education, we do a great disservice to because we never really operationally talk about it. Like, we all just assume, "Well, build good rapport. Go get them. You'll figure it out." Right? It's just ... Rapport's about building relationships. You know, that's messy business. It really, really is. Now, here's the good news about rapport. It's relatively straightforward to understand conceptually, and, with lots of kids, it's not too challenging to achieve. But, with particular kids, it's really, really hard. So when we think about rapport, what rapport really is is about building a trusting relationship, a mutually trusting relationship between the kid or the kids and you as a teacher, and it's based on that trust. Now, the good news is, as an educator, what you will likely find is that you are going to build rapport almost intuitively and naturally and not even have to think about it with probably a large portion of your kids. If it's the perfect class list and the perfect year, maybe all of your kids, but we know that won't be your career experience, right, because classes change over time. Another way to say that is this: You, as well as me, are going to have favorites in your classrooms. Now, I want to be clear. There's a difference between having favorites and showing what? Favoritism. Absolutely. But you're going to have favorites, and, while I can't name them by name, I can give you a general description of who they are probably, pretty accurately because this kind of fits the profile of most teachers I've talked to. And it fits my profile. It's the kids that are ready. They're organized. They follow directions. They engage. They do the things you ask them to do. You give a direction once. They respond to it. A kid's

needing help, they help that kid, right? In other words, what are those students giving you a lot of? Positive what? Reinforcement, right? That's why we went into the field of teaching is we wanted to help kids learn. And be honest about it. Selfishly, we need to be acknowledged and reinforced, and the best way most of us get that is based on when we see kids grow and learn and do what we want them to do. That makes us feel all warm and fuzzy on the inside as educators whether they're little kids or whether they're 23-year-old seniors in college. That's what makes you feel good as an educator. So the good news is we're going to have our favorites. Acknowledge that, and I would encourage you to embrace it and celebrate it. That's a good thing. Building rapport with those kids is easy. You won't even think about it. In fact, it would feel weird to think about, how do I build rapport with this kid who I already have a great rapport with? Right? See, you're not going to take them for granted, but you know you don't have to systematically do a lot on the rapport side with those kids. However, not all kids are going to fit that profile. Not all kids are going to give you that warm, fuzzy feeling inside on a regular basis. Not all kids are going to be able to, for a variety of reasons, respond the way you want them to respond, and, as a result, you're getting less positive reinforcement from them. And, as a result, understandably, if you're not aware of it, you can actually start to further distance and distance and distance yourself from making that connection with that kid because, frankly, it feels a whole lot better for me to go over here and hang out with somebody who's making me feel real good, right, than to go over here with somebody ... Sorry. It's really not true. With someone who's not giving me that positive thought, and this is where the difference is of not showing favoritism, and this is where ... For those kids that are not connecting with us at a level that, intuitively, we're looking for, these are the kids that we have to systematically try to build rapport with because, if we don't, it's pretty much, I don't want to say guaranteed, but very, very unlikely it's just going to happen magically by itself, especially the older the kid gets. How many of you deal with kids that go in and out of foster care a fair amount? I would imagine a number of you, right? Okay. I've had that opportunity too, over my career, and one of the things that I've learned from actually talking with, working with, interviewing kids that have been in and out of foster care, which is one example of, you know ... Being removed from your home is one example of a traumatic event, right? So they've had varying degrees of trauma in their life, and, in this case, it's trauma being removed from the home for one reason or another. Sometimes removed multiple times. Sometimes siblings broken up so family constellations are dispersed to different places and the like. But, in talking with those kids over time, two basic themes almost always surface. The one is, of course, when am I going to get reunited with my mom and my dad? Even when the abuse has been so abhorrent, that is still a question and a desire and something they're looking for. Second, though, is they're looking for continuity, consistency, predictability and care from an adult figure. Even teenagers will say this, but, ironically, even though that's something that, for a variety of reasons, lots of kids ... And I want to be clear. Don't overgeneralize this to say 100 percent of kids in foster care have gone through that experience, but a large portion of those kids, in my experiences, they've gone through those experiences, in terms of being removed and placed into a home or another home and whatever, out of no fault of their own. And they've struggled with that, and they're looking for that connection. But sometimes those kids are the hardest kids to make the connection with. They almost give you the affect or appearance like, "Stay away. Keep away." Right? Why do you think that happens? I mean, think about it. I mean, if you were hungry and I offered you something to eat, even if it wasn't your favorite, but you were really hungry, you'd eat it. If you were thirsty, and I offered you something to drink, you'd probably drink it. So they're saying, "I'm craving this. I'm looking for this," and you're there saying, "I'm here, and I care about you." And they're like, "No, stay at arm's length." Why does that happen? That's so counterintuitive, isn't it? Why do you think that happens?

>> They're afraid of getting hurt again.

>> Absolutely. It hurts too damn much. Think about what they've been through in their life experience. It would actually be, I would argue, abnormal, unusual and probably not very healthy for that kid to kind of let his or her guard down every time they would encounter a new placement, especially think of kids that go from foster home to foster home to foster home to foster home. Not by design of the system, but by logistics and the nature of just the challenges with providing good quality foster care. So the kid is desiring this connection but makes you work at. One thing I always emphasize real strongly is, with those kids that seem the hardest to reach, those are the kids that need us the most, and they will, in their own way, in their own time ... And this is the thing that's really challenging as a teacher. They will, in their own way and their own time, let you in, but they will only let you in when what occurs? They feel they can what?

>> Trust.

>> Absolutely. It would be great if we could say, "Okay. After five doses of this, after 5 days of this, you can expect they're going to let you in, and the connection would occur." You know, that may work well in fairy tales and Disney movies, but that's not real life. They're going to let you in on their time frame, not on our time frame. So that's really important to understand, but I would argue that any kid that I've ever experienced or have worked with teachers who have been working with kids that have had these types of traumatic experiences, kids will let you in, but they will let you in only when they feel they can trust you. And that trust has to be based on, "I know that you care about me, and, even though I might not like what I'm hearing from you at this moment, I don't question the integrity of why you're saying what you're saying to me because I know, deep down, you care about me. And I might be upset at what you're telling me, but I know you care about me." And that's a takeaway. And make no mistake about it, folks. Every single one of us, not can be, but at some juncture, may in fact really be a lifeline for at least one kid, at least one. So let's kind of break down what rapport is. Two ways to think about rapport: There's what we call the mechanics of it, kind of the nuts and bolts of it. A simple way to understand the mechanics is don't think about it theoretically like a textbook. If I observed you interacting with somebody you were really comfortable with and I wrote down all the behaviors, here's the task analysis of what that interaction would look like. So think of the favorites in your classrooms, the kids that make you feel good. This stuff happens naturally, the mechanics, physical proximity, tone of voice, facial expression, affect, body language, all this kind of stuff, empathy statements. Again, the good news is, with the bulk of kids, you don't have to think or worry about it. It's with those kids that you're struggling to make the connection with, those are the kids you have to be systematic about. Now, the key becomes, though, how do you take those mechanics and actually apply them in a way that actually works, that's conducive? One big fallacy or misunderstanding about rapport building is that it requires, one, you, as a teacher, to kind of put your personal life on hold and go to all the kid's basketball games or all the kid's choral assemblies or all the kid's ... whatever the kid is into so you can make that connection. Stop thinking that way. I don't want to discourage you from going to those things if you want to go to those things, but you need a thing called a life, right, because that's not sustainable. You might be able to do that for a time frame if you really wanted to be heroic and do that, but you're not going to be able to sustain it over time because it's not going to meet your needs at some time in your own personal life circumstances. Rapport is not built, usually, by one kind of big, big event or a series of big events. How rapport is built, particularly with kids that are challenging to connect with, is incrementally, a little bit at a time ... little doses almost, little treatments, little interventions here and there. Most rapport building strategies that can be effective are the ones that are most efficient. I like to refer to them as kind of the low-hanging fruit to pick before you go climbing the tree to get to the things on the top of the tree. You're looking for 15-second to up to, at most, 2-minute windows of time, and, in particular, not windows of time outside of your classroom because you want this to be high frequency,

high dosage. The key is you're looking for 15 seconds to 2 minute what we call non-instructional blocks of time. Now, for teachers, of course, the first thing you're going to think is, "Well, I don't have lots of non-instructional time laying around in my classroom. I got to get to page 87 by this Thursday, or we're really going to be in a bad place." Right? It's amazing how many little 15-second to 30-second blocks of non-instructional time exist if you know to go looking for them. Most of them fit within transitional types of activities. Whether it's a kindergarten, third grade, fifth grade, eighth grade, twelfth grade or a junior class at a college or a university, there is downtime where kids don't have, at that moment, something they're supposed to be doing academically. It could be as simple as when you're passing out papers. It could be as simple as kids are entering the room, or when they're exiting the room. Or when they're moving from individual work to small group-work or from pair-share back to individual, little tiny snippets of time. So when you think about kind of capturing those little snippets of time, they can have a really dramatic impact if you look to apply these mechanics with the small number of kids you're really struggling to connect with because, if you're not consciously thinking about this, who are you probably, during those little non-instructional blocks of time, going to gravitate towards? The kids you get the most positive ... It's human nature, right? It's absolutely human nature. So you almost have to fight that urge and acknowledge that, "I have to be conscious about, when I have those little windows, I've got to, like, reach out to that kid that seems distant and maybe seems totally disinterested in connecting with me in return." How many are high-school teachers? Because that's what I was, primarily, before I went into the university side. So, I know, the first question the first time I was exposed to that, I go ... The first thing, I'm sitting there going, "Oh, my god. I'm going to look like an idiot." Right. Like, I'm trying to interact with this kid for a little 15-second window, and he's not giving me anything back. But, yet, I keep coming back and trying to have a little interaction, and he keeps giving me nothing back. And I keep coming back, and he just keeps giving me nothing back. What am I actually communicating by doing that? That you're worth it. I don't care if I make myself look like an idiot. That's my job. I'm supposed to connect with you, and I'm not going to give up on you or you or you because you're not giving me back, at this moment in time, what I'm hoping to see with you. I'm going to be here today. I'm going to be here tomorrow. Short of stalking you in your life, I'm going to be here every time you're around. You're really concerned now, right? I'm going to be here, and I'm going to make the effort. And then what typically happens is not, all of sudden, bang, the kid finds religion and opens up to you like a book. It's little incremental things. This is why it's repeated low-dosage over time. So, now, before, the kid didn't make eye contact. He makes eye contact. Before, you asked him a question, he wouldn't even make a guttural sound. Now, he at least goes, "Hah," and he grunts or something. It's this tiny, little, incremental stuff, but you've got to jump-start that stuff almost like a dead battery on a car. You got to get in and kind of get a spark in there, and then it gradually builds some type of momentum, and you get traction with that kid. With some kids, the speed or the rate, once that spark happens, might be pretty quick, which would be great. Be prepared. With some kids, it might be really incremental, and it might be really, really slow. The key is, are you going in the direction you're trying to go? So, with this notion of rapport-building, understand that most kids, you're probably going to make the connection with just based on being good human beings and being in the field that you went into with good cause to go into it. And most kids are going to respond to you well, but it's with those kids that don't, those are the kids that are most vulnerable. Those are the kids that we need to reach out to to try to capture and engage. Now, beyond that, the second kind of major pillar here is the notion of clarity of behavioral expectations. My hunch is nobody's heard of that at this conference, right? This is the same process we talk about when we talk about establishing school-wide expectations. The only difference is you're taking your expectations, and you are operationally defining them. The unit of analysis, as we call it now, is the classroom. So when you went through all those procedures to define what would be responsible and respectful and being here and being ready or being safe or being whatever it is we're going to be, right? What that would look like in the hallway during transitions. What that would look like on the bus

platform. What that looks like in the cafeteria. We're going to use that same process, but it's now, "What's that look like in my classroom?" Right? That's the only difference, and you can get differences, for sure, of what it will look like between the hallway and your classroom in much the same way you can see differences between what it looks like in the hallway and cafeteria, right? But you go through the exact same process of operationally defining these expectations. So you're going to get your three to five, whatever they are. Now, presuming everybody here is either in a PBIS implementation school or is about to immerse or embark on implementing, please use the same three to five you're using school-wide. Don't create your own little three to five in your classroom. Use the exact same three to five, but what's going to be different is what they're going to look like and sound like when you operationally define them with the kids in your classroom. So don't get that mismatch or disconnect. These are just some examples that'll be on the PowerPoint that you can see when you get there. Other basic guidance with the expectations piece. The more you can engage your kids in the process of defining the expectations, you accomplish two major things, and this might be a little different depending on how much student engagement you have with your school-wide implementation, which, we don't have a lot of time, but I'll back up just for a moment. If you're not thinking about having student representation on your tier-one teams, please do so because they can be great navigational devices or divining rods in terms of, "What are reasonable reinforcers? What are kids into? What will they do? What won't they do? What would be the best way to deliver this message? What would be the kiss of death in terms of delivering the message?" That's something, especially the older we get, and I can say as I'm getting to my advanced age in this stage, we get further distanced from what resonates with the people we're trying to motivate, influence and facilitate, right? So include peers in the process. At the classroom level, absolutely essential to engage the kids. You accomplish two major things by engaging the kids in helping you to define the expectations. So you provide the three to five. They're going to be your school-wide three to five. You're also going to ... Let me go back one slide. So you're going to have your three to five. You're going to make your matrix, right? Standard matrix. Across your top, you're going to have your priority contexts or settings. These are going to be different than your nonclassroom settings with your school-wide. These are unique to your classroom. So you're going to kind of create the picture frame. These and these. This is where you engage the kids in the definitional process. You can do that all sorts of ways. You can be ... If you're really artistic and creative, you can get theatrical. You can do an art project. You can do all sorts of things. If you're pretty linear and kind of noncreative, or that's how you would describe yourself at least, it's okay to do just do standard kind of interaction with kids and words on paper. You can breathe your own personal teaching style into this in whatever way makes sense, but, by doing this, you accomplish two big things. One, when you engage the kids in asking them the basic questions, the same ones you ask yourself when you're doing the school-wide ones, what would they look like or sound like if they were meeting the expectation during this context or situation? You're actually precorrecting and preteaching the expectation because you're asking them to reflectively think about what does it look like if I actually am being responsible during an individual task as compared to being responsible when I'm doing a group task versus being responsible when I'm taking a test, right? So you're preteaching the expectation already. See, there's direct instruction already built right in by engaging them. The second thing that sometimes is overlooked is you're also addressing what we refer to as locus of control, or the more simplistic term you'll hear is motivation, right? Think about it in your own personal life. The more you've had input into something, probably the more committed you are to engaging in whatever that something is. The more somebody has said to you, "You must do X," the more you're more likely to maybe, at some point in time, just comply and say, "Okay. I'm going to do the minimum to say I did X, but I don't think doing X makes sense in the first place," or, "I particularly don't appreciate being told I have to do X." That's about motivation and locus of control. So, when we engage the kids in helping us to define these expectations, we're preteaching those expectations, and we're increasing student motivation very directly because they're having a say in how these things get defined.

Of course, you, as the classroom teacher, are the ultimate broker. You come up with your own processes or protocol of how do we kind of break ties or disputes amongst the kids with wording, but the key is to make these things operational and behavioral. Two other reasons why we make them operational and behavioral. The one's real obvious: so the kids know what they're supposed to do because you're going to post these, right? But what do you think is the other major reason we want these to be really, really operational? I heard it. Yes. This tells us what we're looking for. This sets the stage for us to actually be able to contingently reinforce and acknowledge. In other words, we're like air traffic controllers with 27 or 37 airplanes flying around our room in the form of these kids, right? This tells us what we're looking for so that, when we can catch them doing the things we want them to do, we want to acknowledge that. If we're unclear or fuzzy on this, it's going to, one, adversely impact our ability to provide proactive positive reinforcement, right? Or, worse yet, we could inadvertently reinforce behaviors we don't want to see, and we know that happens, right? And, two, the kids are going to be confused because, if we're confused, how can we expect them to be any more clear than us? Third area that we started to touch on already is this issue of positive reinforcement, a basic concept. We all have heard about it. Most schools implementing PBIS have some type of token economy or ticket system or some type of system for acknowledgments. When you look at data, and, again, it depends on the school. But, when you look at the data patterns and trends and even schools implementing PBIS, some schools sometimes see more of their ODRs, their discipline referrals or behavioral infractions come out of nonclassroom environments, but there is a significant portion of very effective PBIS schools that the lion's share of the ODRs are emanating from the classroom itself, all right? Usually that means a disconnect of some sort of what's going on in the nonclassroom settings as compared to what's in the classroom settings. So, in terms of positive reinforcements, some of the basic things here. Basic aspects of reinforcement: One, tell the student what he or she did was correct. In other words, Well, I can't think of any instance where I'd ever say to a teacher, "Don't use the phrase just 'good job' to a kid or 'nice work' or 'good effort.'" That's better than not acknowledging it if what you're acknowledging is actually what occurred, of course, but it's much more powerful if, "Great job of getting to work on that task. Great job of being responsible." Connect it right back to your expectations. The more explicit we can be, the more efficient our reinforcement procedures come, the more meaningful and instructional they become to the kids because it helps them to discriminate, "Oh, you're not just telling me good job because you like me. You're telling me good job because of what I did." Because I don't ever want to have a kid call into question, "Do you like me or not?" All right? So you want to minimize that kind of gray-space area. Second thing: Use physical proximity, and make sure that ... Along with the third here, make sure that the delivery of the reinforcement fits the situation. A simple kind of general guide or rule of thumb: If you're doing a group activity or group activities or a whole-class activity, you can use a proverbial buckshot approach with reinforcement. You know, "You guys are doing a great job on working on this. Great job of getting to work right away and being respectful and communicating with each other," or whatever it is. If the task is an individual task, the reinforcement should be individualized. It should be private using that 6-inch voice, whisper voice, quiet voice, whatever we want to call it. That tiny voice, right? The small voice. Not the loud voice, large group. Make sure the reinforcement matches, and, when you have the time, look back at that kind of task analysis of what rapport looks like. You want to make sure that all those affect skills, body language, all that kind of stuff aligns with your delivery of reinforcement so that the kid sees reinforcement, hears reinforcement, internalizes "Yes. I did this. This is what happened. That made me feel good." You want to make that connection explicitly clear, and, honestly, it makes our jobs much easier over the course of time because the learning starts to accelerate. Last thing with reinforcement: Wherever possible, try to provide it as quickly as possible. So what this doesn't mean, because sometimes people will overinterpret this, it doesn't mean, like, if you see something a kid does you want to reinforce and more than 5 seconds elapses, there's not like this buzzer that goes off in your head that says, "Eh. Don't reinforce," you know?

But the sooner that you can deliver the reinforcement for what occurred, the more likely the cause/effect relationship that goes on in those little synapses and in the neurology of the kids that we're trying to work with to get those connections to occur. And then, ultimately, with reinforcement, the thing to strive for is this thing we call the four to one ratio, which is a bare minimum. Some people argue five or six to one. I would never argue against that, but, if we could get four to one on a regular basis, we'd be hitting the ball out of the park really, really well on a pretty high-level basis because it's a challenge to sometimes get. The four to one is relevant in two ways. It's relevant to our whole group of kids collectively and aggregate in our classroom, and it is also equally relevant for every single individual kid in that aggregate class of kids, the 29 kids and 29 individual levels. So we're going to have to differentiate, right, based on needs with the kid. So let me give you one quick example as we wrap up here in the last 2 minutes we've got, and I'm going to stay in proximity just because it makes more sense. Then I got to say on this side of the light otherwise I get yelled at, so what's your first name?

>> Terry.

>> Terry. So let's say Terry is one of those students that I'm not feeling the good vibe or the connection with, right? And, as a result, Terry is struggling academically, or she's not performing at a level that I would want her to stay and probably what she's not capable of at this point in time, right? So, based on what I've kind of described here today, who do you think I should have on my radar screen I'm looking for, the start of class or the start of the morning, depending on what age group you're working with? Terry. So I'm looking ... She comes in. As she's coming in the door, I'm coming over and building a rapport with her. "How are you doing? Good to see you." She might just look at the floor and blow me off, but that's okay. I'm going to be there tomorrow, and I'm going to be there when she leaves the room too if I can. And I'm going to try to do this on a regular basis, but then what I'm going to do is ... Let's say Terry's level of problem behavior with ... and I see with her in class ... Let's say it occurs once a class period. That's probably the most generic example, right? The four to one means I need to catch her four times doing things the way I want to see her do them within a class period time because, if I'm redirecting her one time every class period, to get the four, I got to get four in that class period. If her frequency of problem behavior is once a week, I've got a bigger window of time. I got a week, right? If her frequency of problem behavior is more frequent than once a class period, I've got even a tinier window, and it might almost force me into doing some behavioral contracting or some tier-two types of supports in tandem with these universal supports. But the key is to identify in your mind's eye kind of what's the baseline, right? We all kind of know what baseline means, pre-intervention. So where is Terry at now? What's the frequency of her problem behavior? Once a class period? I got a class period, so who am I looking for when she comes in first thing? "Terry, how are you doing? Good to see you. Really glad you made it here on time today. Great job." She goes to her desk. Where do you think I'm standing maybe when I'm giving the group instruction in terms of, "Get your materials out." Not maybe sitting on Terry's lap, but I'm certainly reasonably close to her so that as soon as she starts to even, like, go in the direction ... Like an auction, if you do this, she goes in the direction of, "Great job of getting your books out right away. Good job of being responsible." And I'm moving on. Now I've pocketed two already within about maybe a 10, 15, 20-second window. So if your class period is 30 minutes, 40 minutes, 50 minutes, 15 minutes, you can pocket two really quick like that. The key is, though, to strategically be looking for her based on that she should be on my radar screen because that connection is not there and the level of behavioral challenges, you know, are at a high enough level that I know that what I'm doing just isn't working. And, if nothing else, I'm getting increasingly frustrated, and, selfishly, I want to feel better about myself as a teacher. And I want to see her in my dreams less at night for the wrong stuff and more in my dreams for the right stuff, right? Because that's the stuff that motivates us. That's what makes us feel good. That's why we went into teaching, right? We didn't go into teaching to hand

out office discipline referrals. We want to go on a different path completely, right? But we can kind of fall prey to that if we're not conscious about it. So we're right at 2:45. Thank you very much, especially for staying here today.