

WIN *Fest* '26

MONDAY, FEBRUARY 16, 2026
JUNCTION CITY HIGH SCHOOL

Positive Interactions

Erin Bohanan
Jordynn Fields
Angela Pond

USD 475 Strategic Plan Connection

- Goal 1: Equitably support the academic learning all students.
- Goal 2: Equitably address the social emotional needs of all students.
- Goal 3: Create opportunities to enhance family and community engagement in an equitable manner that allows for participation for all.
- Goal 4: Develop a plan to recruit, retain, and support high quality staff that reflects our community.



CHAMPS

C



Be respectful with conversations and talk time

H



Ask questions as they arise or jot them down and ask after the session

A



Build your skills as a professional

M



Take care of personal needs as they arise

P



Be open, honest, positive, have a growth mindset

Success

Learning Targets



- ❖ Participants will learn about positive interactions with students and how to increase interactions to build relationships.
- ❖ Participants will learn methods on how to correct fluently.
- ❖ Participants will learn about the ratio of interactions to maintain a healthy and positive classroom environment.

Review of **STOIC**



S- Structure



T- Teach expectations



O- Observe



I- Interact Positively



C- Correct Fluently

Understanding Student Behavior



Relationship with the teacher, school, and peers



Motivation to be successful



Knowledge and follow through of expectations

The why behind building relationships

We have students with a diversity of needs and backgrounds- some have always received positive attention while others have received very little.

Students WANT and NEED adult attention, so they tend to engage in whatever behaviors seem to get them the most attention.

Increasing positive interactions with students is teaching them that not only is it easier to engage in appropriate behavior but more enjoyable.

Over time, the rewards of good behavior and interacting positively become intertwined, and a new habit with the student is born.

Defining interactions

Positive interactions-

interacting with students who are appropriately engaged in the task.

- Example: James is checking answer on his assignment, and teacher asks him how things are going.

Corrective (Negative) interactions- interacting with students who are not engaging in desired behavior.

- Example: James was checking his answers after you explicitly told the class to put their assignments away. Any interaction you have with James will be corrective

Non-contingent interactions- interacting with students, simply because you notice and value them as people.

- Example: How was your game last night?
 - I notice....

The concerns with student relationships



Problem students do not deserve extra attention

- Not a question of “deserve”
- Lack of positive attention leaves a void they struggle to fill

Its unfair to other students

- Fair isn't always equal
- We give kids what they need

Won't the students think it is fake?

- Maybe
- The more you do it, the less phony it feels

What if I don't like the student?

- Liking a student should have nothing to do with your professionalism
- “You can't dislike a student on company time.”

Don't we give them “their own way” by increasing positive interactions

- This is not a power struggle
- You are changing your behavior on your own terms

Ratio of Interactions-the research

You reinforce the behavior you give attention to

- We must correct misbehavior
- We must praise desired behavior

Safe and Civil recommends 3:1

- Research is not definitive
- For tier 1 students it ranges 3:1-5:1
- Research on Tough Kids 8:1-10+:1

Teacher-student relationships

- .52 effect size (Hattie)
- .869 (Marzano)

Engagement formula

- High opportunities to respond
- +
- High positive ratio of interaction

Randy Sprick on the power of Ratio of Interactions



How to build positive relationships

Build positive relationships with students

- Greet students (use their name if you can)
- Show interest in their work
- Show an interest in their life
- Try to talk with students you recently had to correct

Provide Positive Feedback

- Accurate and Immediate
- Specific and descriptive
- Contingent on desired behaviors
- Have behavior “tickets” ready to give to students



BRIGHTEN UP A STUDENT'S DAY

@KwTens62

SHOW UP

BREATHE
SLOW DOWN
BE PRESENT

LEAVE YOUR EGO AT THE DOOR
BE AWARE OF YOUR OWN STRESS
TAKE CARE OF YOURSELF

BUILD UP

START WITH STRENGTHS
HAVE A PLAN & A PURPOSE
FOSTER INDEPENDENCE
REDUCE STRESSORS
SCAFFOLD LEARNING
MEET NEEDS

LIGHT UP

SMILE BRIGHTLY
HAVE "SOFT EYES"
GREET STUDENTS BY NAME

GIVE A MOMENT OF YOUR FULL ATTENTION
LISTEN WITH YOUR HEART
CHOOSE JOY

NEVER GIVE UP

GIVE FRESH STARTS
EMBRACE A GROWTH MINDSET
ASK: WHY? & WHY NOW?
BE A STRESS DETECTIVE
OFFER UNCONDITIONAL POSITIVE REGARD
EVERYONE IS DOING THE BEST THEY CAN



YOUR POSITIVE, SUPPORTIVE PRESENCE IS ONE OF THE MOST SIGNIFICANT INFLUENCES ON A STUDENT'S DAY
"YOU ARE THE STRATEGY" ~ SUSAN HOPKINS



Brainstorm ways to intentionally increase positive interactions with your whole class.

Try to think of 2 positive phrases, look fors, and/ or desired actions that you can give you class tomorrow.

- ❖ 1 Way to increase relationships
 - ❖ Think non-contingent on behavior
- ❖ 1 Way to increase specific praise based on desired behavior

We will share with our ideas with the whole group.

Review of **STOIC**



S- Structure



T- Teach expectations



O- Observe



I- Interact Positively



C- Correct Fluently

Historically we...

Increase emotional intensity

Depend on rule bound authority

Rely on punishment

Wish and hope

Interactions

Emotional Bank Account

IMPORTANT CONSIDERATIONS

- EACH STUDENT IS DIFFERENT, AND EACH RELATIONSHIP ACCOUNT IS DIFFERENT
- TO KNOW WHAT MAY BE A DEPOSIT OR A WITHDRAWAL YOU MUST KNOW YOUR STUDENTS
- DEPOSITS ARE MORE THAN MERE COMPLIMENTS, THE ARE GENUINE ATTEMPTS TO CONNECT
- SOME STUDENTS WILL NEED FREQUENT DEPOSITS TO PULL THE RELATIONSHIP OUT OF CHRONIC OVERDRAFT.
- CLASS-WIDE DEPOSITS CAN BE MADE THROUGH KINDNESS, CONSISTENCY, AND ROUTINES.

Every interaction is a deposit or withdrawal

Every positive is \$1, every negative is \$3 (regardless of how nice you say it)

Withdrawals are inevitable, just don't get overdrawn

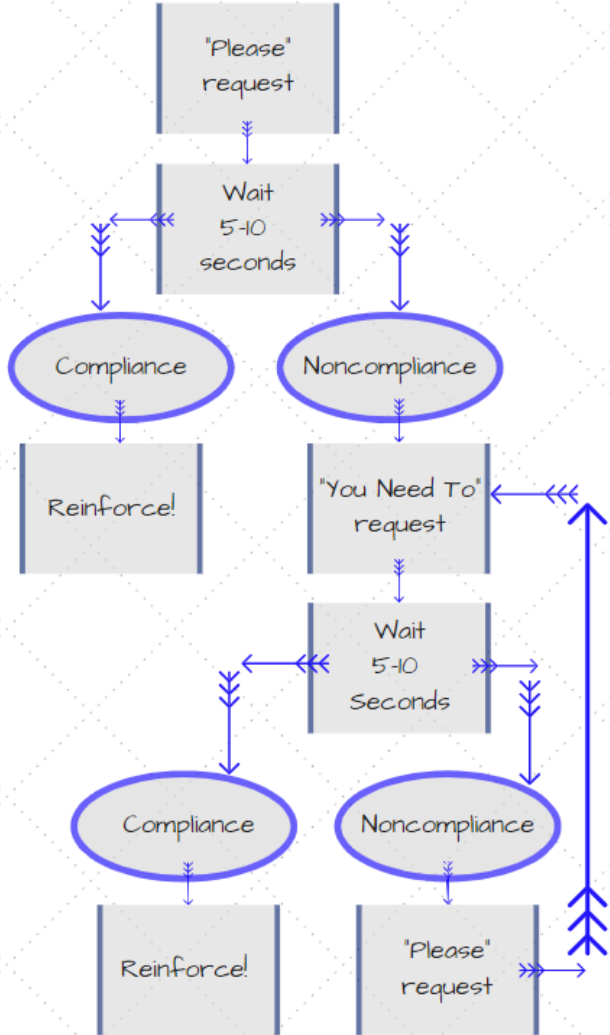


Rule Enforcement

Positive	Make more “start” than “stop” requests
Facts	Don't ask if the student was misbehaving
Volume	Watch your loudness, make it private
Body Language	Be aware of body language
Proximity	Be aware of physical distance
Short	Keep it short, 15 words or less, one liners



Precision Request Sequence



STEPS TO USING PRECISION REQUESTS EFFECTIVELY

- Explain the Precision Request and its consequences to the whole class before you begin the procedure.
- Make a quiet "Please" request - for example, "Please get your materials out and start working". Make the request in a non-question format, up close and while making eye contact.
- Wait five-ten seconds after making the request. DO NOT interact with the student during this time.
- If the student starts to comply, verbally reinforce the student.
- If the student does not comply within five to ten seconds, give a second request using the signal word "need". For example, "Now you need to get your materials out and start working".
- If the student starts to comply, verbally reinforce the student.
- If the student still does not comply within five to ten seconds, implement an

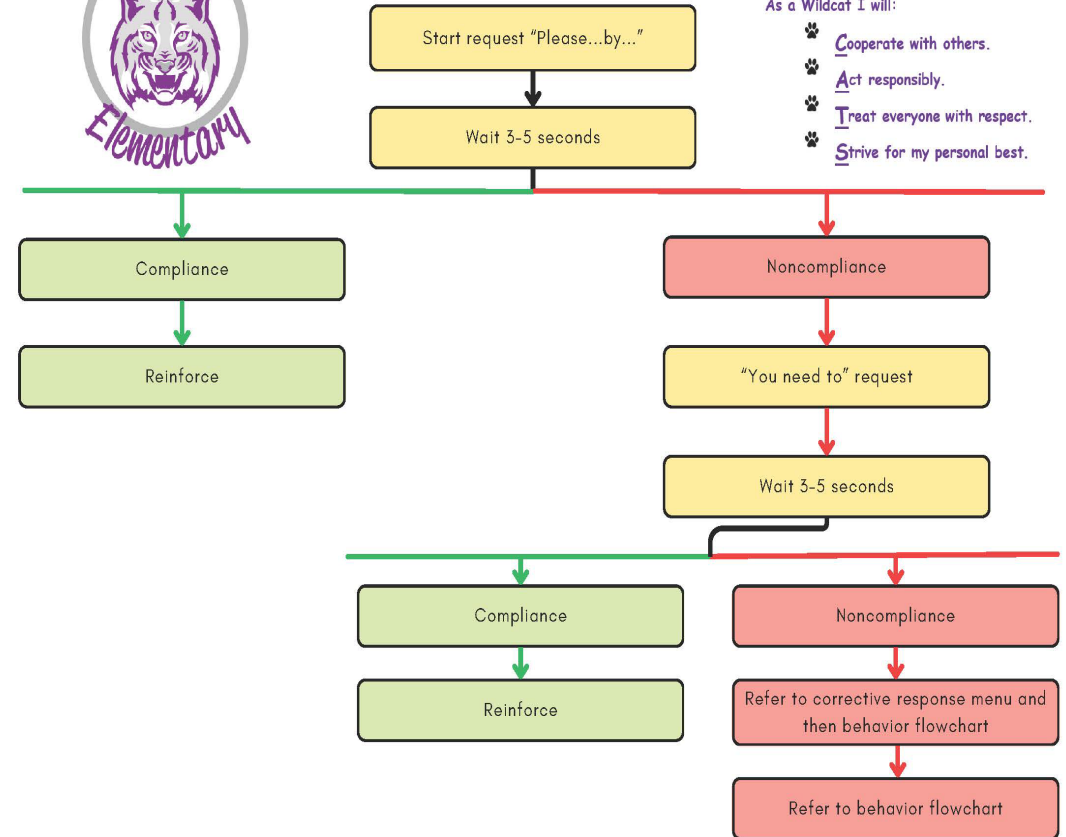


Spring Valley Elementary School Precision Requests

Wildcat Guidelines

As a Wildcat I will:

- Cooperate with others.
- Act responsibly.
- Treat everyone with respect.
- Strive for my personal best.



Consequences

The best consequences are reasonable and logical.

A reasonable consequence is one that follows logically from behavior rather than one that is arbitrarily imposed.


The best logical consequences teach the students to choose between acceptable and unacceptable actions.

Spring Valley Menu of Corrective Responses

Level 2 Behavior Responses

- **Chronically Not Completing Tasks**
 - Chunk assignments so they can complete them
 - Earn a choice activity for completing required tasks
 - Send task home if there is parent cooperation
 - Have student complete later during a preferred student activity (i.e. Social Connection Time, Purposeful Play)
- **Classroom Disruption**
 - Alternate spot in classroom
 - Take a break (Regulation Space/PAWS)
- **Excessive Talking**
 - Move student to another spot in classroom
 - Begin tracking/monitoring the behavior to help student realize how often the behavior is occurring
 - Planned conversation with student
- **Hands On/Horseplay (No Intention to Hurt)**
 - Take aside and discuss safety rules and expectations
 - Planned discussion
 - Move to a new seat or space in line
 - Apology and strategy to not have it happen again
- **Stealing**
 - Discuss future implications of theft incorporating the lifeskill of integrity
 - Loss of privilege
 - Letter of apology
- **Student Conflict (on-going)**
 - STEP – Conflict Solving Process
 - State the problem, Think of solutions, Explore outcomes, Pick a solution
 - Set up a meeting with School Counselor (as needed)
 - Pawsitive Connection Group with SSM
- **Talking Back**
 - Planned discussion on how this is inappropriate/not using respect
 - Count behavior occurrences
 - Jot it down
- **Throwing Objects**
 - Private conversation with student to remind of expectations
 - Give the student a job where they take care of materials or clean up the room
 - Take away the object
- **Excluding (Potential Bullying)**
 - Have a class meeting to discuss ways to include others
 - I messages (I felt _____ when _____.)
 - Pawsitive Connection Group with SSM
 - Practice saying kind things to others
 - Make it up to others by writing a note or picture

***Teachers should contact parents and Student Support Monitors when behaviors become repetitive and disrupt learning per the district levels of misbehavior. If behavior persists, contact SIT Coordinator.*



JCMS Menu of Corrective Responses

Nonverbal Correction

- Give a respectful gesture or use body language to indicate that the behavior should stop.
- Finger to lips (without the accompanying "shhh")
- Hand signal to indicate "sit down".
- Subtle head shake to indicate no.

Gentle Verbal Reprimand

- Use short sentences. The expectation now is that you work quietly.
- Give in close proximity.
- State the expected behavior.
- Create the illusion of privacy.
- Think of it as a hit-and-run reprimand.

Planned Ignoring

- Ignore all instances of a specific misbehavior.
- Keep ratio of positive interactions high for appropriate behavior.
- If the student's behavior escalates to a new behavior, do not ignore this new behavior.

Family Contact

- Provide an objective description of the behavior.
- Ask the family to discuss the behavior with the students.
- Do not suggest that the family punish the child.
- Try to establish a family-school working relationship.

Planned Discussion

- Talk with the student at a neutral time - after class or during independent work time.
- Discussion right after the misbehavior gives the student too much attention and power.
- Make sure the conversation is respectful.

Restitution

- Students repair damages they caused.
- The time or effort involved in the consequence should increase if the student repeats the misbehavior.
- If a student must clean up a mess, use only soap and water. (no chemicals)

Positive Practice

- This is a good on-the-spot correction and is effective for simple misbehavior such as running.
- Say "Go back and show me the right way to..."
- The correction should match the misbehavior.

Detention (Classroom)

- Students spend a set time in the classroom (non-stimulating) setting either before school, after school, or during lunch.
- Student may work on academic tasks.
- Student should not have access to reinforcement.
- Collect data to determine whether the consequence is working to

You are the adult... use your prefrontal cortex

Between stimulus and
response there
is a space.

In that space is our
power to choose
our response.

In our response
lies our growth and
our freedom.

Viktor E. Frankl

Breathe Take a breath

Stop Stop talking

Remind Remind yourself “I have
skills and strategies”

Plan Have a game plan

Puzzle Recognize that behavior is a puzzle
that must be figured out

**Self-
care** Have a plan for self-care

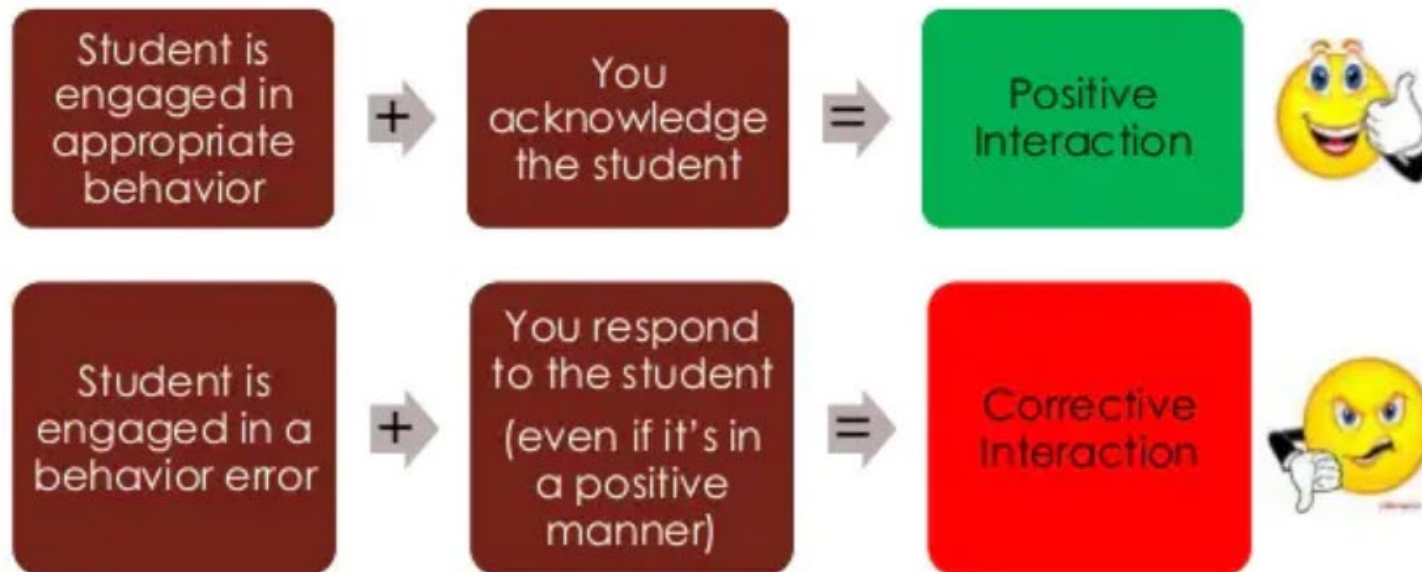
Ratio of Interactions

Increasing the ratio of times you interact with students when they are engaged in desirable behaviors compared to attending to undesirable behavior is one of the most essential & effective behavior management strategies teachers can implement to improve the climate & culture within the classroom.

Positive or Corrective?

Always ask yourself this question:

Did the child get attention while engaged in positive behavior or negative behavior?



Ratio of Interactions

The single most important thing that a teacher can do to improve the overall behaviors of students in their classroom is...

increase the number of positive interactions they have with each student.

Ratio of Interactions

THE BEHAVIOR YOU
ATTEND TO THE MOST
WILL BE THE ONE YOU
SEE MORE OF IN THE
FUTURE

Ratio of Interactions Formula

This strategy means making the effort to

interact with EVERY student

more frequently

(at least **4 times** more)

***when the student is behaving
responsibly***

than when he or she is behaving
inappropriately.

Positive or Corrective?

Kassi, a girl in your classroom, gets up to sharpen her pencil, although you had stated no movement was permitted. You walk over to Kassi and gently remind her to return to her seat.

Thumb up if you think it is a positive interaction

Thumb down if you think it is a corrective/negative interaction

Thumb sideways if you are no sure what type of interaction it is.

Positive or Corrective

Kassi and Breckyn, two students in your classroom, are paired up together to work collaboratively. The expectation has been given that partners will engage in shared reading of the assigned pages of the reading book while using level 2 voices.

As you are circulating, you overhear the 2 students talking about last night's volleyball game. You stop at their table and kindly say, "that was a fantastic game last night and both of your serves were outstanding throughout the game."



Basic 5

Step 1:

- ❖ Ratio of Interactions
- ❖ Opportunities to Respond
- ❖ Disruptions

Step 2:

- ❖ Engagement

Basic 5 Observation Form

Teacher: _____ Date: _____ Time: _____

Observer: _____ Class: _____ Activity: _____

STEP 1 During a 10-minute observation of teacher-guided instruction, record simple tally marks for each of the following behaviors. (10 minutes)

Benchmark	Observation period (10 minutes)		Total
	(Positive)	(Corrective)	
Ratio of Interactions			_____ : _____ Positive:Corrective
Opportunities to Respond			
Disruptions			

STEP 2 **Benchmark: Time on Task.** (5 minutes) For the next 5 minutes, focus on a different student every 5 seconds. Record a "+" symbol to indicate on-task or engaged behavior and a "-" symbol to indicate off-task behavior. When each student has been observed, begin the progression again. Continue until 5 minutes has elapsed.

1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60

Divide the number of on-task (+) marks by the total number of marks (60).
Time on Task (percentage of on-task behavior) = _____ %.

Basic 5

Step 3:

- ❖ Reality of students meeting expectations

Step 4:

- ❖ Additional notes

Step 5:

- ❖ Reflection

(5 minutes)

DIRECTIONS. Using the rating scale below, rate the degree to which the students met the teacher's expectations for classroom activities or transitions. Identify which activity or transition is being rated in the "Activity" section of each box.

TEACHER _____

CLASS PERIOD _____ DATE _____

Percentage of Students Who Met Expectations
1 = 90% to 100%
2 = 80% to 89%
3 = Less than 80%

C onversation	1	2	3
H elp	1	2	3
A ctivity:			
M ovement	1	2	3
P articipation	1	2	3
S uccess!			

C onversation	1	2	3
H elp	1	2	3
A ctivity:			
M ovement	1	2	3
P articipation	1	2	3
S uccess!			

C onversation	1	2	3
H elp	1	2	3
A ctivity:			
M ovement	1	2	3
P articipation	1	2	3
S uccess!			

C onversation	1	2	3
H elp	1	2	3
A ctivity:			
M ovement	1	2	3
P articipation	1	2	3
S uccess!			

STEP 4

(Optional)

Anecdotal Notes:

Record any information in this section that may be useful as a springboard for discussion (i.e. data that may be further mined to give a more comprehensive picture of classroom behavior, follow-up

Reflection:

1. Choose a student that comes to mind daily.
2. Plan non-contingent attention
What do you know about the student?
3. Plan positive feedback
What are the student's strengths?
Look for the positive.
4. 1 or 2 behaviors the student exhibits that you would like to decrease.
5. Develop 1 consistent response.
6. After 2 weeks, reflect on the relationship.

Name: _____ Session #2

New Educator Professional Development
I: Interact Positively

Non-contingent Attention ↔ Positive Interactions

Behavior	Response

Reflection:

Frontline/Professional Development Credit

- Ensure that you have registered for February 16th District Professional Development in the Frontline District Catalog.
- Be sure to mark the activity complete within 30 days to receive credit. The exit survey will serve as the Knowledge Evaluation and be given during your building's "sunset" meeting.

Thank you for attending

Positive Student Interactions:

Building Relationships, Interacting Positively
and Correcting Fluently

Erin Bohanan- erinbohanan@usd475.org

Jordynn Fields- jordynnfields@usd475.org

Angela Pond- angelapond@usd475.org
