2.
Application of School-wide Positive Behavioral Supports

School-wide Application of Positive Behavior Support

Building Primary
Systems and Practices

Purpose

- Understand effective responses to problem behavior
- Review implementation features of PBS
- Self-evaluate **implementation** and **outcomes** associated with School-wide PBS
  - EBS Survey, School Safety Survey, Team Checklist, Office Discipline Referrals, SET
- Link School-wide PBS approach and "bully proofing" logic
- Review effective instructional approach to teaching school-wide behavior expectations

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Challenges

- Doing more with less
- Educating a greater number of students who are increasingly more different from each other
- Educating students with severe problem behavior
- Creating sustainable cultures of competence

Challenges

- 1 in 5 students report being bullied on school property (2019)

- In 2019, 8% of students at school were involved in a fight.
  - Center for Disease Control's Center for Injury Prevention and Control (2015)

Challenges

- 7% of students surveyed reported that they had been threatened or injured by a weapon in 2019

- 9% reported that they missed at least one day of school because they felt unsafe
  - Center for Disease Control's Center for Injury Prevention and Control (2022)

Schools are Important and Good!

Schools provide:

- Regular, predictable, positive learning and teaching environments
- Positive adult and peer models
- Regular positive reinforcement
- Academic and social behavior development and success

Main Messages

STUDENT ACHIEVEMENT

Good Teaching ⟷ Behavior Management
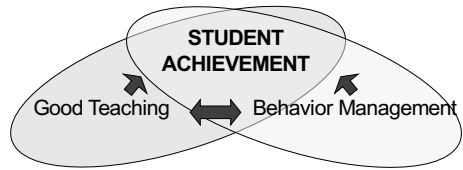
Increasing District & State Competency and Capacity

Investing in Outcomes, Data, Practices, and Systems

Factors Contributing to Antisocial Behaviors

- Home

- Community

- School

Home

- Inconsistent management

- Reactive discipline

- Lack of monitoring

  – Dishion & Patterson

Community

- Antisocial network of peers

Community

- Antisocial network of peers

- Lack of prosocial engagements

  – Biglan

School

- Reactive/punishing discipline approach

- Lack of agreement about rules, expectations, and consequences

- Lack of staff support

- Failure to consider and accommodate individual differences

- Academic failure

  – Mayer

Responses to Antisocial Behavior

- Reviews of over 500 studies indicate that the least effective responses to school violence is punishment.

Responses to Antisocial Behavior

- Exclusion is the most common response for conduct disordered youth (Lane & Murakami, 1987)
- Punishing problem behaviors without a school-wide system of support is associated with increased (a) aggression, (b) vandalism, (c truancy, (d) tardiness, and (e) dropping out (Mayer, 1995; Mayer & Sulzer-Azaroff, 1991)

The Most Effective Responses Educators Can Make to School Violence Include:

- Social skills instruction
- Behaviorally-based interventions
- Academic interventions

Themes

- School environments that are positive, preventive, predictable, and effective:

  (a) are safer, healthier, and more caring;
  (b) have enhanced learning and teaching outcomes; and
  (c) can provide a continuum of behavior support for all students

Domains for Hypothesis Generation
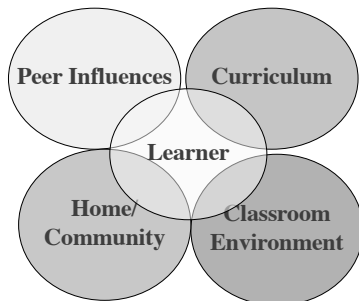
Focus on "alterable" rather than "unalterable" hypotheses

School-wide discipline is…

1. Identify a common purpose and approach to discipline

2. Define a clear set of positive expectations and behaviors

3. Implement procedures for teaching expected behavior

4. Differentiate supports from a continuum of procedures for encouraging expected behavior

5. Differentiate supports from a continuum of procedures for discouraging inappropriate behavior

6. Implement procedures for on-going monitoring and evaluation
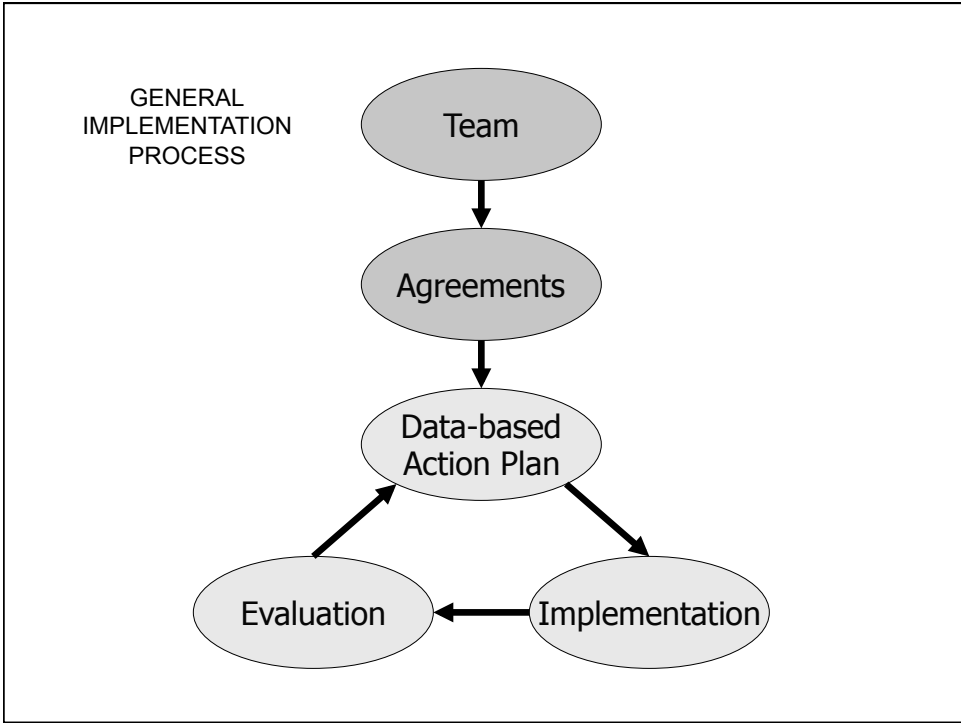
Implementation Features

1. Establish EBS leadership team
2. Secure School-wide agreements and supports
3. Establish data-based action plan
4. Arrange for high fidelity implementation
5. Conduct formative data-based monitoring

The Process

- Step 1: Establish a Behavior Support Team
  - Grade level representation
  - Administrator
  - Behavioral capacity
  - Building level status
  - Regular meeting schedule

- Step 2: Establish prerequisites
  - Clarify need/problem
    - status of behavior support
    - current discipline patterns
    - other (e.g., attendance, tardies)
  - Establish staff commitment (>80%)
  - Secure administrator support & participation
  - Make project one of top 3 school improvement goals

- Step 3: Develop & implement an action plan

- Step 4: Monitor, evaluate, & modify based on data.

GENERAL IMPLEMENTATION PROCESS

Team → Agreements → Data-based Action Plan → Implementation → Evaluation → Data-based Action Plan

Working Smarter

Initiative, Project, Committee	Purpose	Outcome	Target Group	Staff Involved	SIP/SID/etc
Attendance Committee					
Character Education					
Safety Committee					
School Spirit Committee					
Discipline Committee					
DARE Committee					
EBS Work Group					

Working Smarter

Initiative, Committee	Purpose	Outcome	Target Group	Staff Involved	SIP/SID
Attendance Committee	Increase attendance	Increase % of students attending daily	All students	Eric, Ellen, Marlee	Goal #2
Character Education	Improve character	Improve character	All students	Marlee, J.S., Ellen	Goal #3
Safety Committee	Improve safety	Predictable response to threat/ crisis	Dangerous students	Has not met	Goal #3
School Spirit Committee	Enhance school spirit	Improve morale	All students	Has not met	
Discipline Committee	Improve behavior	Decrease office referrals	Bullies, antisocial students, repeat offenders	Ellen, Eric, Marlee, Otis	Goal #3
DARE Committee	Prevent drug use		High/at-risk drug users	Don	
EBS Work Group	Implement 3-tier model	Decrease office referrals, increase attendance, enhance academic engagement, improve grades	All students	Eric, Ellen, Marlee, Otis, Emma	Goal #2 Goal #3

Establish EBS Leadership Team

- Behavioral capacity
- School, student, family and district representation
- Active administrator participation
- Efficient communications and staff development
- Leadership and decision-making status
- Data-based decision-making and problem-solving

Working Smarter

Initiative, Project, Committee	Purpose	Outcome	Target Group	Staff Involved	SIP/SID/etc

Team Review

- Complete the Working Smarter Committee Review Form
- Complete the Getting Started-Team Status Checklist
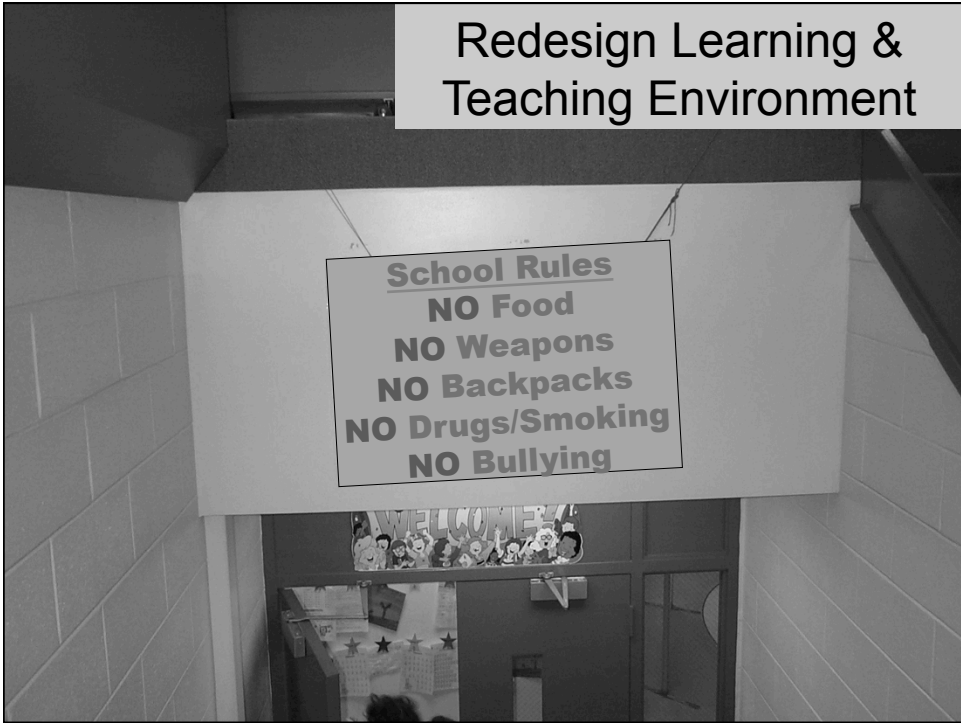- Add items to action plan as needed

School-wide Discipline

1. Identify a common purpose and approach to discipline
2. Define a clear set of positive expectations and behaviors
3. Implement procedures for teaching expected behavior
4. Differentiate supports from a continuum of procedures for encouraging expected behavior
5. Differentiate supports from a continuum of procedures for discouraging inappropriate behavior
6. Implement procedures for on-going monitoring and evaluation

Define Expectations

- Understand purpose:
  - Clarify means of communication
  - Use consistent communication
- Teach and review for all students, staff, and settings:
  - Articulate Matrix
- Establishes guidelines:
  - Keep to five or fewer
  - State positively
  - Use common and few words

Redesign Learning & Teaching Environment

School Rules
NO Food
NO Weapons
NO Backpacks
NO Drugs/Smoking
NO Bullying

Few positive SW expectations defined, taught, & encouraged

Teaching Matrix		SETTING						
		All Settings	Hallways	Playgrounds	Cafeteria	Library/ Computer Lab	Assembly	Bus
Expectations	Respect Ourselves	Be on task. Give your best effort. Be prepared.	Walk.	Have a plan.	Eat all your food. Select healthy foods.	Study, read, compute.	Sit in one spot.	Watch for your stop.
	Respect Others	Be kind. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Play safe. Include others. Share equipment.	Practice good table manners	Whisper. Return books.	Listen/watch. Use appropriate applause.	Use a quiet voice. Stay in your seat.
	Respect Property	Recycle. Clean up after self.	Pick up litter. Maintain physical space.	Use equipment properly. Put litter in garbage can.	Replace trays & utensils. Clean up eating area.	Push in chairs. Treat books carefully.	Pick up. Treat chairs appropriately.	Wipe your feet. Sit appropriately.

Teaching Matrix Activity

	Classroom	Lunchroom	Bus	Hallway	Assembly
Respect Others	• Use inside voice • _____	• Eat your own food • _____	• Stay in your seat • _____	• Stay to right • _____	• Arrive on time to speaker • _____
Respect Environment & Property	• Recycle paper • _____	• Return trays • _____	• Keep feet on floor • _____	• Put trash in cans • _____	• Take litter with you • _____
Respect Yourself	• Do your best • _____	• Wash your hands • _____	• Be at stop on time • _____	• Use your words • _____	• Listen to speaker • _____
Respect Learning	• Have materials ready • _____	• Eat balanced diet • _____	• Go directly from bus to class • _____	• Go directly to class • _____	• Discuss topic in class w/ others • _____

RAH – at Adams City High School
(Respect – Achievement – Honor)

| RAH	Classroom	Hallway/ Commons	Cafeteria	Bathrooms
Respect	Be on time; attend regularly; follow class rules	Keep location neat, keep to the right, use appropriate lang., monitor noise level, allow others to pass	Put trash in cans, push in your chair, be courteous to all staff and students	Keep area clean, put trash in cans, be mindful of others' personal space, flush toilet
Achievement	Do your best on all assignments and assessments, take notes, ask questions	Keep track of your belongings, monitor time to get to class	Check space before you leave, keep track of personal belongings	Be a good example to other students, leave the room better than you found it
Honor	Do your own work; tell the truth	Be considerate of yours and others' personal space	Keep your own place in line, maintain personal boundaries	Report any graffiti or vandalism

RAH – Athletics

RAH	Practice	Competitions	Eligibility	Lettering	Team Travel
Respect	Listen to coaches directions; push yourself and encourage teammates to excel.	Show positive sportsmanship; Solve problems in mature manner; Positive inter-actions with refs, umps, etc.	Show up on time for every practice and competition.	Show up on time for every practice and competition; Compete x%.	Take care of your own possessions and litter; be where you are directed to be.
Achievement	Set example in the classroom and in the playing field as a true achiever.	Set and reach for both individual and team goals; encourage your teammates.	Earn passing grades; Attend school regularly; only excused absences	Demonstrate academic excellence.	Complete your assignments missed for team travel.
Honor	Demonstrate good sportsmanship and team spirit.	Suit up in clean uniforms; Win with honor and integrity; Represent your school with good conduct.	Show team pride in and out of the school. Stay out of trouble – set a good example for others.	Suit up for any competitions you are not playing. Show team honor. Cheer for teammates.	Remember you are acting on behalf of the school at all times and demonstrate team honor/pride.

Reviewing Strive for Five
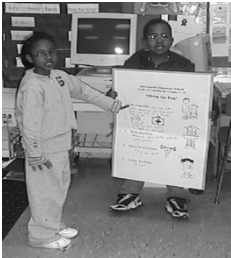
- Be respectful.
- Be safe.
- Work peacefully.
- Strive for excellence.
- Follow directions.

McCormick Elem. MD 2003

P	R	I	D	E
Perseverance	**Respect**	**Integrity**	**Discipline**	**Excellence**
Holding to a course of action despite obstacles	To show consideration, appreciation, and acceptance	Adherence to an agreed upon code of behavior	Managing ones self to achieve goals and meet expectations	Being of finest or highest quality
• Stay positive • Set goals • Learn from mistakes	• Respect yourself • Respect others • Demonstrate appropriate language and behavior	• Be responsible • Do your own work • Be trustworthy and trust others	• Strive for consistency • Attend class daily; be on time • Meet deadlines; do your homework	• Do your personal best • Exceed minimum expectations • Inspire excellence in others

NEHS website, Oct. 26, 2004

Identify Expectations

- Complete Identifying School-wide Expectations Checklist
- Add items to action plan as needed

Teaching Expectations

Expectations & behavioral skills are taught & recognized in natural context

Expected behaviors are visible

Sirrine Elementary June 8, 2004 SC

Teach Guidelines

- Behavior management problems are instructional problems
- Process for teaching social behaviors and academic skills is fundamentally same
- Emphasis is on teaching functional and prosocial replacement behaviors
- Instructional supports are important

An Approach to Embedding Bully-proofing Strategies

- What does NOT work:
  - Identify "Bullies" and exclude them from school
  - Pretend that Bully Behavior is the "fault" of the student/family
- What does work:
  - Define, teach and reward school-wide behavior expectations
  - Teach all students to identify and label inappropriate behavior
  - Teach all students a "stop signal" to give when they experience problem behavior
    - ✓ What to do if you experience problem behavior
    - ✓ What to do if you see someone else in a problem situation
  - Teach all students what to do if someone delivers the "stop signal"

Do Not Focus on "Bully"

- Focus on appropriate behavior
  - What is the desired behavior?
  - How is the school-wide expectation "Be responsible" operationalized?

Teach Social Responsibility

- Teach school-wide expectations first
  - Be respectful
  - Be responsible
  - Be safe
- Focus on "non-structured" settings
  - Cafeteria, gym, playground, hallway, bus area
- Use same teaching format
  - If someone directs problem behavior toward you
  - If you see others receive problem behavior
  - If someone tells you to "stop"

Teach Students to Identify Problem Behavior

- The key is to focus on what is appropriate:
  - Teach school-wide expectations, and teach that all problem behaviors are an example of NOT being appropriate
  - Define most common problem behaviors and use these behaviors as non-examples of school-wide expectations

Teach Social Responsibility: "Bully Proofing"

- Teach desired behavior
- Teach a verbal signal for unacceptable behavior: "stop"
- Teach four key skills for social responsibility:
  - Learn the difference between expected behavior and problem behavior
  - If you "receive" problem behavior:
    - ✓ Label the behavior and say "stop"; walk; squawk
  - If you "see others" receive problem behavior:
    - ✓ Label the behavior and say "stop"
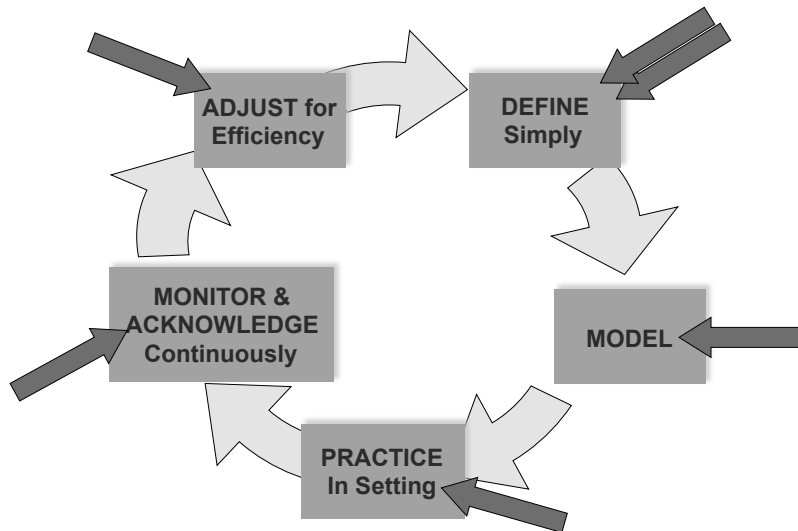 - If someone tells you to "stop":
    - ✓ Stop

Teaching Behavioral Expectations

- **Define the Expectation**

- **Provide a Rationale**

- **Teach the Critical Discrimination:**

    - Demonstrate Appropriate Behavior

    - Demonstrate Unacceptable Behavior

    - Practice telling the difference with multiple examples

- **Teach the signal and when appropriate behavior should occur**

- **Teach for fluency**

- **Define and progress monitor how this skill will be maintained**

"Cool Tool"

Skill Name
Getting Help (How to ask for assistance for difficulty tasks)
Teaching Examples
1. When you're working on a math problem that you can't figure out, *raise your hand and wait until the teacher can help you.* 2. You and a friend are working together on a science experiment but you are missing a piece of lab equipment, *ask the teacher for the missing equipment.* 3. You are reading a story but you don't know the meaning of most of the words, *ask the teacher to read and explain the word.*
Kid Activity
1. Ask 2-3 students to give an <u>example of a situation</u> in which they needed help to complete a task, activity, or direction. 2. Ask students to <u>indicate or show</u> how they could *get help*. 3. <u>Encourage</u> and support appropriate discussion/responses. Minimize attention for inappropriate responses.
After the Lesson (During the Day)
1. Just before giving students difficult or new task, direction, or activity, ask them to tell you how they could *get help* if they have difficulty (<u>precorrection</u>). 2. When you see students having difficulty with a task (e.g., off task, complaining), ask them to indicate that they *need help* (<u>reminder</u>). 3. Whenever a student *gets help* the correct way, provide <u>specific praise</u> to the student.

Teaching Academics & Behaviors

Cycle diagram:
ADJUST for Efficiency → DEFINE Simply → MODEL → PRACTICE In Setting → MONITOR & ACKNOWLEDGE Continuously → (back to ADJUST for Efficiency)

Teach Expectations

- Complete Teaching School-wide Expectations Checklist
- Add items to action plan as needed

Encourage Expectations

- School-wide Expectations
  - Cooperate with others
  - Respect yourself
  - Manage yourself
  - Behave in a legal and healthy manner
- Instruction of Expectations
  - Delivered by teachers
  - Reviewed by office staff
  - Posted around school
  - Communicated to parents (e.g., letters)

Encourage Expectations

- Reinforce with verbal praise (5 to 1)
- Distribute Pro-tickets:
  - Brightly colored
  - One half for teacher, one half sent home
  - School-wide goal
- Give Superpro Tickets:
  - Fewer, harder to get
  - Letter home
  - Individual, class, and school

Guidelines

- Use continuum of strategies to encourage expectations:
  - Teach expected behavior
  - Increase opportunities for academic and social success
  - Provide positive feedback more often than corrections and reprimands (i.e., 5 to 1)
  - Move from tangible to social reinforcement
  - Move from external to self-managed reinforcement
  - Individualize reinforcement

Cougar Traits in the Community

Student Name _____

Displayed the Cougar Trait of:
  Respect
  Responsibility
  Caring
  Citizenship
        (Circle the trait you observed)

Signature _____
If you would like to write on the back the details of what you observed feel free! Thank you for supporting our youth.

OMMS Business Partner Ticket

6   7   8   Date: _____

Student Name _____

For Demonstrating: Safety   Ethics   Respect
                    (Circle the trait you observed)

Comments: _____

Authorized Signature: _____

Business Name: _____

Minnesota 5/06

Are Rewards Dangerous?

"…our research team has conducted a series of reviews and analysis of (the reward) literature; our conclusion is that there is no inherent negative property of reward. Our analyses indicate that the argument against the use of rewards is an overgeneralization based on a narrow set of circumstances."

- Cameron, 2002
- Cameron & Pierce, 1994, 2002
- Cameron, Banko & Pierce, 2001

Reinforcement is….

- Feedback or information that tells us which behaviors should be repeated.

- Reinforcement IS NOT:
- Praise, stickers, or M&Ms
  - (at least not for everyone)

- Learning and Behaving WILL NOT happen without feedback.

The "Unmotivated Student…"

- DOES NOT do what you want for what you are currently offering as "motivation."

- How do we understand student motivation and then use as tools to increase desired behaviors?

Artificial Reinforcement

- Reinforcement that is arranged by a social agent for a behavior in which the consequence does not typically follow the behavior
  – Consequence is dependent on social agent

Natural Reinforcement

- Reinforcement that follows the behavior and is the direct result of that behavior
  – Consequence is natural result of behavior

"Good morning, class!"

Teachers report that when students are greeted by an adult in morning, it takes less time to complete morning routines & get first lesson started.

McCormick Elementary School, MD

Monitoring Dismissal

"Bus Bucks"

- Springfield P.S., OR
- Procedures
  - Review bus citations
  - On-going driver meetings
  - Teaching expectations
  - Link bus bucks w/ schools
  - Acknowledging bus drivers

Principal for the Day

MS. MILES
ACTING PRINCIPAL

"Super Sub Slips"

- Empowering subs in Cottage Grove, OR
- Procedures
  - Give 5 per sub in subfolder
  - Give 2 out immediately

"Positive Office Referral"

- Balancing positive/negative adult/ student contacts in Oregon
- Procedures
  - Develop equivalent positive referral
 - Process like negative referral

"Piece of Paper"

In one month, staff recorded 15 office discipline referrals for rule violations, & 37 for contributing to safe environment

"80% Rule"

- Apply triangle to adult behavior!
- Regularly acknowledge staff behavior
- Individualized intervention for nonresponders
  - Administrative responsibility

"Golden Plunger"

- Involve custodian
- Procedure
  - Custodian selects one classroom/ hallway each week that is clean & orderly
  - Sticks gold-painted plunger with banner on wall

North Myrtle Beach Primary June 8, 2004 SC
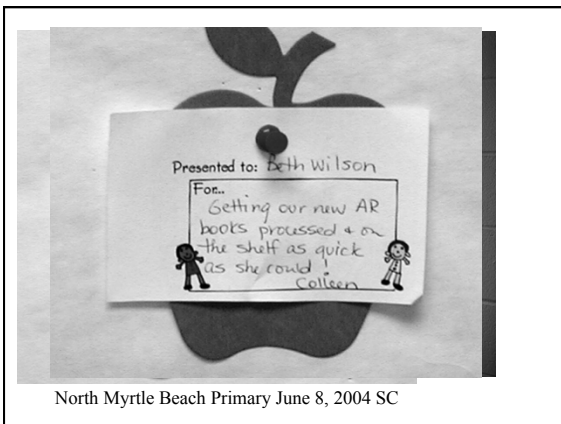
"Staff Dinger"

- Reminding staff to have positive interaction
- Procedures
  - Ring timer on regular, intermittent schedule
  - Engage in quick positive interaction

"1 Free Period"

- Contributing to a safe, caring, effective school environment
- Procedures
  - Given by Principal
  - Principal takes over class for one hour
  - Used at any time

"G.O.O.S.E."

- "Get Out Of School Early"
  - Or "arrive late"
- Procedures
  - Kids/staff nominate
  - Kids/staff reward, then pick

Encourage Expectations

- Complete Encouraging and Strengthening Checklist
- Complete Acknowledgements Worksheet
- Add items to action plan as needed

Discourage Problem Behavior

- Clearly define problem and context
  – Wearing hats in class, excessive tardies, disruptive acts during transitions
- Anticipate problem behavior and provide precorrection as a preventive strategy
  – For identified risk times or settings
- Implement consistent procedures
  – All staff, settings, minor behaviors

- Provide ongoing teaching opportunities
  – Focus on appropriate expectation

Everyone makes mistakes, right?

Infrequent Behavior Errors (Unpredictable)

- Signal that error has occurred
- State rule and expected behavior
- Ask student to state/show expected behavior
- Give positive feedback

Chronic Behavior Errors (Predictable)

- Precorrect for (i.e., prompt) desired behavior
  - Go to problem setting/situation
  - Get attention of student(s)
  - Give reminder or opportunity to practice
  - Watch child for demonstration of skill
  - Acknowledge demonstration
- Provide positive feedback

Continuum of Possible Responses

- Acknowledge students exhibiting expected behavior
- Secure attention and redirect students to expected behavior
- Provide choice between expected behavior and staff-managed consequence
- Deliver staff-managed consequence
- Deliver office-managed consequence

Discourage Problem Behavior

- Complete the Discouraging Violations Checklist and the Rule Violation Worksheet

- Add items to action plan as needed

Conduct Formative Data-based Monitoring

- "Good" data for input

- Efficient data manipulation and summarization
  - www.swis.org
- Guided data-based decision-making

Action Plan

- Continue activities started throughout the day

- Work on completing action plan

- Be prepared to report on:
  - 1-2 strengths
  - 1-2 areas of improvement
  - Next meeting (date and time)

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