A Positive Behavior Support

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We teach them….

“If a child doesn’t know how to read…we teach.”
“If a child doesn’t know how to swim…we teach.”
“If a child doesn’t know how to add…we teach.”
“If a child doesn’t know how to drive…we teach.”
“If a child doesn’t know how to behave…we…?”

“Why can’t we finish the last sentence as automatically as we do the others?”

(Herner, 1998)
We Must Teach Them

Once you have developed classroom expectations, it is not enough to just post the words on the walls of the classroom….

We must teach them to the students!
Why Develop a system for teaching behaviors?

We can no longer assume:

- *Students know the expectations/rules and appropriate ways to behave*
- *Students will learn appropriate behaviors quickly and effectively without consistent practice and modeling*
What is Behavior?

• Anything we **SAY** or **DO**
  - *Focus on what is observable rather than intentions*

• **How we REACT** to our environment

• Behaviors are **LEARNED** and continue because they serve a **purpose** or **function**

• We engage in behaviors because we have learned that a **desired OUTCOME** occurs
Top Behavior Principals

1. Understand the function of behavior (WHY)

2. Understanding comes from observing ABC’s

3. Antecedents precede and increase the likelihood of behavior

4. Behavior tends to be repeated or discontinued because of the consequence/outcomes
   1. Behavior is strengthen by reinforcement
   2. Behavior may be weakened by withholding reinforcement

5. Consequences should be consistent and immediate

6. Modeling can strengthen or weaken behavior
Pelican Marsh’s School-wide Dream

All students will be:

Safe

Responsible

Respectful
Why hasn’t the traditional consequences and procedures been effective?

- They haven’t been aligned with:
  - *School-wide expectations*
  - *Clearly defined rules*
  - *A system for teaching expectations and rules*
  - *A system for rewarding appropriate behaviors*
## School-wide Matrix

<table>
<thead>
<tr>
<th>School-wide Expectations</th>
<th>Campus</th>
<th>Cafeteria</th>
<th>Recess</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>W</td>
<td>L</td>
<td>P</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>A</td>
<td>N</td>
<td>L</td>
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<tr>
<td>Be Respectful</td>
<td>L</td>
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<td>H</td>
<td>Y</td>
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</tbody>
</table>
What do these acronyms mean?

• **W**alk quietly on the sidewalks
  **A**llow for personal space
  **L**ook forward
  **K**eep hands at your side

• **L**earn your number
  **U**se a level 1 voice
  **N**ice manners
  **C**ome in and leave quietly
  **H**elp clean up
Acronyms continued:

• Play fair and follow the rules
  Line up when you are called
  Always include others
  You control you!

Later we may be adding additional school-wide rules for the media (BOOKS) and for assemblies (CLAP) and other areas as needed
Classroom Expectations

- **Minor** infractions will be handled by the classroom teacher based on the rules that have been established and taught (and re-taught)
  - Students will chronic minor infractions will be tracked and monitored by the classroom teacher and then brought to CAST for child study

- **Major** infractions will be sent to the office using the new referral form that is aligned with the data entry program that will be used to monitor the data. These may include but are not limited to: physical aggression, property damage, “highly” inappropriate language, weapons, etc.
Time to set expectations

• The first day of school, the first week, the first month are critical to classroom management. We must spend time teaching and practicing classroom routines such as:
  - Entering the classroom
  - Asking questions
  - Sharpening pencils
  - Using the restroom
  - Lining up
  - Etc.
The rationale for an instructional approach to classroom management

• Teaching the expectations are vital for several reasons:
  
  - *Rules and routines give students a feeling of security*
  
  - *Rules and routines reinforce the skills that every child must have to be successful learners and citizens*
  
  - *Established rules and routines all a teacher to be a fair disciplinarian*
School-wide: Encouragement, Empowerment, and Excellence

• Times have changed
• Teachers have an incredible responsibility
• Kids don’t care how much you know until they know how much you care
• “Education...is a painful, continual and difficult work to be done in kindness, by watching, by warning, by praising, but above all...... by example.”

- John Ruskin