Positive Behavior Support

August 16 and 18, 2005
University High School
Overview

What teachers should know about:

- PBS
  - Strategies: Reducing Problem Behaviors
- Detentions
- Wednesday School
- Referral Forms
STRATEGY #1:

Be sure that assigned work is not too easy and not too difficult.

- When too simple, the student may become bored and distracted.
- When work is too hard, the student is likely to feel frustrated and upset because he/she cannot complete the assignment.
PBBS

STRATEGY #2:

Offer frequent opportunities for choice.

- Students who exercise academic choice are more likely to be active, motivated managers of their own learning and less likely to simply act out due to frustration or boredom.
**STRATEGY #3:**
Select high interest or functional learning activities.

- Students are more motivated to learn when their instructional activities are linked to a topic of high interest.
- Students are energized to participate in academic activities if they believe the activities will give them functional skills that they value.
STRATEGY #4:

Instruct students at a brisk pace.

- A slow paced of instruction can actually cause significant behavior problems because students become bored and distracted. Teacher-led instruction should be delivered at a sufficiently brisk pace to hold student attention.
STRATEGY #5:

Structure lessons to require active student involvement.

- When teachers require the students participate in lessons rather than sit as passive listeners, they increase the odds that these students will become caught up in the flow of the activity and not drift off into misbehavior.
STRATEGY #6:

Incorporate cooperative-learning opportunities into instruction.

- When students are given well-structured assignments and placed into work-pairs or cooperative learning groups, behavior problems typically diminish.
STRATEGY #7: Give frequent teacher feedback and encouragement.

- If teachers do not regularly praise and encourage students who act appropriately, those positive student behaviors may whither away through lack of recognition.

- Students will probably find a steady diet of reprimands to be punishing and may respond by withdrawing from participation of avoiding the class altogether.
STRATEGY #8: Provide correct models during independent work.

One modest instructional adjustment that can significantly reduce problem behaviors is to supply students with several correctly completed models (work examples) to use as a reference.
STRATEGY #9:

Be consistent in managing the academic setting.

- Classrooms run smoothly when students are taught routines—such as participating in class discussions, turning in homework, handing out work material. The teacher should consistently enforce the rules and review as needed.
STRATEGY #10:
Target interventions to coincide closely with “point of performance” (the time that the student engages in the behavior that the teacher is attempting to influence).

- Teacher interventions tend to gain in effectiveness as they are linked closely in time to the students’ points of performance that they are meant to influence.
Detentions

- Tuesday and Thursday after school (2:30 – 3:30 pm) in the Freshmen Media Center Professional Room.

- Students are to bring classroom assignments and/or study material, although the teacher or detention hall personnel may designate other academic assignments.

- A one-day suspension or a Wednesday detention will be issued to the student who receives five detentions (or multiples thereof) within a nine-week marking period. Suspensions will occur after the fifth detention has been served. Work missed, including tests and quizzes, can be made up.
Detentions

- **Lunch detentions** will be assigned every Tuesday and Thursday:
  - A Lunch 10:30-11:00 AM
  - B Lunch 11:30-12:05 AM

- Students are encouraged to bring lunch the day of the assigned detention OR student will get lunch and report to Rm. 107/Freshmen Campus.

- Detentions may be only issued at the discretion of a dean/administrator.
Wednesday School

- Wednesday after school (1:30 – 4:30 pm) in the Freshmen Cafeteria.

- Students are to bring classroom assignments and/or study material, although the teacher or detention hall personnel may designate other academic/life skill assignments or manual labor.

- A one-day suspension will be issued to the student who receives three Wednesday School detentions (or multiples thereof) within a nine-week marking period. Suspensions will occur after the third detention has been served.
Referral Forms

Use the sample copies located at your table.

Let's PRACTICE!