Supporting Systemic Change

- Those involved in the school must share:
  - a common dissatisfaction with the processes and outcomes of the current system
  - a vision of what they would like to see replace it
“Approximately one-half of all classroom time is taken up with activities other than instruction, and discipline problems are responsible for a significant portion of this lost instructional time (Cotton 1990).”
“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 multiply, we teach.”

“If a child doesn’t know how to drive, we teach.”

“If a child doesn’t know how to behave, we............
............teach? ............punish?”

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

(Herner, 1998)
Why Develop a System for Teaching Behavior?

- We can no longer assume that students know the rules/expectations and appropriate ways to behave.
- We can no longer assume that all students will learn appropriate behaviors quickly and effectively without consistent modeling/practice.
- We MUST assume that students will require different curricula, instructional modalities, etc. to learn appropriate behavior.
- We MUST assume that we need to teach appropriate behaviors/expectations and rules as effectively as we teach academic skills.
Why Develop a System for Teaching Behavior?

- Behaviors are prerequisites for academics
- Procedures and routines create structure
- Repetition is key to learning new skills:
  - For a child to *learn something new*, it needs to be repeated on average of 8 times
  - For a child to *unlearn* an old behavior and replace with a new behavior, the new behavior must be repeated on average 28 times *(Harry Wong)*
How Do We Teach Behavior?

- Event introducing entire school to expectations and rules
- Teach specially designed lessons
- Embed behavior concepts into daily curriculum
- Use booster trainings and practice activities (e.g., examples, non-examples, role plays, competitions, etc.)
- Display posters/visual reminders
- Use existing programs (e.g., Character Counts, Skill Streaming, Behavior Leadership, Learning for Life, etc.)
School-wide Positive Behavior Support: An Overview

Tyrone Elementary
Cooperative Effort with University of South Florida
2004-2005
Positive Behavior Support is…

- A positive school-wide culture
- A plan to reduce negative behaviors
- A way to increase and reinforce positive behaviors
- A plan to teach students and staff positive behaviors
- A way to monitor and track student behavior
PBS is not

- A canned program
- An additional piece of curriculum to teach
Levels of PBS

Adapted from *Levels and Descriptions of Behavior Support* (George, Harrower, & Knoster, 2003)

- **School-wide** – Procedures and processes intended for all students, staff, in specific settings and across campus

- **Classroom** – Processes and procedures that reflect school-wide expectations for student behavior coupled with pre-planned strategies applied within classrooms

- **Target Group** – Processes and procedures designed to address behavioral issues of groups of students with similar behavior problems or behaviors that seem to occur for the same reasons (i.e. attention seeking, escape)

- **Individual Student** – Processes and procedures reflect school-wide expectations for student behavior coupled with team-based strategies to address problematic behaviors of individual students
Designing Comprehensive Systems
CONTINUUM OF POSITIVE BEHAVIOR SUPPORT (PBS)

Primary Prevention:
School-wide and Classroom-wide Systems for All Students, Staff, & Settings

Secondary Prevention:
Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention:
Specialized Individualized Systems for Students with High-Risk Behavior

~ 80% of Students

~15%

~5%
Traditional Discipline versus PBS

- **Traditional Discipline:**
  - Focused on the student’s problem behavior
  - Goal was to stop undesirable behavior, through the use of punishment

- **Positive Behavior Support:**
  - Replaces undesired behavior with a new behavior or skill
  - PBS alters environments, teaches appropriate skills, and rewards appropriate behavior
Elements of School-wide PBS

- Establish a team/faculty buy-in
- Establish a data-based decision-making system
- Modify discipline referral process/forms
- Establish expectations & rules
- Develop lesson plans & teach
- Create a reward/incentives program
- Refine consequences
- Monitor, evaluate, and modify
Features of a Comprehensive System of PBS

- Total staff commitment to managing behavior
- Clearly defined and communicated expectations and rules
- Consequences and clearly stated procedures for correcting rule-breaking behaviors and rewarding appropriate behavior
- An instructional component for teaching students self-control, expected behaviors, and social skills strategies
- A support plan to address the needs of students with chronic, challenging behaviors
Focus on School-wide System if:

- **Elementary**
  - (600-900 students)
    - Discipline referrals per day are >3
    - More than 35% of the students have at least one referral in an academic year
    - Average office discipline referrals per student is >1.5

*(Center for Positive Behavior Interventions and Supports (PBIS), University of Oregon, 2001)*
In Summary...The Process for School-wide PBS Includes:

- A committed team leading all PBS efforts
- Method for identifying current problems (data)
- Procedures for discouraging violations of school-wide expectations/rules
- Positively stated behavior expectations/rules
- Procedures for encouraging expected behaviors
- Lesson plans to teach expectations/rules
- Method of monitoring implementation and effectiveness
PBS Team Roles and Responsibilities

- **Team leader** - Joni Morabito will organize and facilitate meetings
- **Recorder** - Laurie Jackson will transcribe the team’s progress and share minutes with stakeholders
- **Faculty Liaisons** - Sandy Cochran and Carol Strickland will listen to staff ideas, questions, and concerns and communicate them at PBS meetings
- **Timekeeper** - Shelley Johnson will be responsible for keeping dialog within time constraints
- **Data Specialists** - Sandy Kemp, Shannon McCutcheon, and Peggy Thompson will enter and access data from the SWIS data system and report it to stakeholders
PBS Team Roles and Responsibilities

- **Behavior Specialist** - Judy Vargus will share her knowledge of behavioral principles and assist in analyzing data
- **Coach** - Brenna Elton will facilitate the team through the process and act as the school’s main contact
- **District Coordinator** - Claudia Hunter is the district-level individual who coordinates trainings and serves as the liaison between FL PBS Project, SDFS, related projects, and coaches
Decreasing Problem Behaviors

- Staff commitment is essential
- Faculty and staff are critical stakeholders
- 75% buy-in must be secured
- 3-5 year process
Faculty Are Familiar with the Behavior Problems

- Communication is essential in this process
- Open communication will allow faculty to feel as though they are part of the change process
- Faculty will begin to understand what is happening across campus
- Frequent communication opens dialogue for problem-solving across campus
Conduct Staff Surveys

- Staff surveys are an efficient way to:
  - Obtain staff feedback
  - Create involvement without holding more meetings
  - Generate new ideas
  - Build a sense of faculty ownership
Understanding Behavior
Behavior Defined

- Anything we **SAY** or **DO**
- It is **HOW WE REACT** to our environment
- Behaviors are often **LEARNED** and continue because they serve a **PURPOSE** or **FUNCTION**
- We engage in behaviors because we have learned that a **DESIRED OUTCOME** occurs
Behavior Principles

- Behaviors that lead to satisfying outcomes are likely to be repeated; behaviors that lead to undesired outcomes are less likely to be repeated.
Children and Behavior

- Some children use problem behavior to communicate their wants and needs
- Problem behavior often interferes with learning
- PBS helps us understand the PURPOSE/FUNCTION of the problem behavior and teaches children the necessary or appropriate skills to replace the problem behaviors
What is the Consequence of the Behavior?

- What is the pay-off?
- What does the student get?
- What does the student avoid?
Functions of Behavior

- The purpose or reason the behavior occurred
- Why is it important for us to know the function/purpose of the problem behavior?
  - To understand why the behavior is occurring
  - To find an appropriate replacement behavior
  - To develop the best behavior support plan
  - To target the appropriate antecedents and consequences
Functions of Behavior

- Behavior has two major functions:
  - To get something
    - To get a preferred task or activity
    - To get the attention of an adult or peer
    - To get a specific item or object
  - To get away from something (avoid)
    - To get away from a specific task or activity
    - To get away from an adult or child
    - To get away from a specific item or object
How Do We Teach Behavior?

- Event introducing entire school to expectations and rules
- Teach specially designed lessons
- Embed behavior concepts into daily curriculum
- Use booster trainings and practice activities (e.g., examples, non-examples, role plays, competitions, etc.)
- Display posters/visual reminders
- Use existing programs (e.g., Character Counts, Skill Streaming, Behavior Leadership, Learning for Life, etc.)
Data Collection
Data-based Decision-making

- Prior to making changes within the school environment, it is important to know what needs to be changed.
- Information about what is going on has to be accurate and useful for identifying problems.
- Analyze problems so that interventions can be effective and efficient.
What Data to Collect?

- Use what you have
  - Office discipline referrals/detentions
  - Suspensions/expulsions
  - Referrals by student behavior, staff behavior, and administrative context
  - Office referrals per day per month
  - Team climate surveys
  - Attendance
  - Referrals to special education programs
Critical Questions

- How many referrals are there:
  - per day each month?
  - based on location?
  - based on the type of behavior?
  - by student?
  - by time of day?
  - originating from ESE and general education?

- What is the range of consequences provided based on the type of behavior exhibited?
Average Referrals Per Day Per Month

![Average Referrals Per Day Per Month](image)
Referrals By Location

Florida's PBS Project at USF 2003
Referrals By Time Of Day
Florida's PBS Project at USF 2003
Referrals By Student

![Graph showing referrals by student]
Office Referrals per Day per Month

Last Year and This Year

School Months

Ave Referrals per Day

Sept  | Oct  | Nov  | Dec  | Jan  | Feb  | Mar  | Apr  | May  | Jun  |

0     | 0    | 2    | 18   | 12   | 9    | 16   | 10   | 18   | 8    |

0     | 0    | 2    | 18   | 12   | 9    | 16   | 10   | 18   | 8    |
Expectations
School-wide Expectations

Definition:

- A list of specific, positively stated behaviors that is desired of all faculty and students
- Also referred to as concepts
- These expectations should be in line with the school’s mission statement and should be taught to all faculty, students, and families
Tyrone Expectations

- Have respect
- Act responsibly
- Work cooperatively
- Keep trying
- Stay safe
What Is Gained by Identifying Rules?

- Uniform instruction across multiple programs and settings within the school
- Communication among staff members
- Communication with parents
- Curriculum design
- Legal, ethical, and professional accountability
How Are Expectations and Rules Different?

- Expectations are broadly stated
- Expectations apply to all people in all settings
- Expectations describe the general ways that people will behave
Differences continued.

- Rules describe specific behaviors
  - Observable
  - Measurable
- Rules may apply to a limited number of settings
- Rules clarify behaviors for specific settings
Tyrone Common Areas

- Hallway
- Restroom
- Cafeteria
- Common/Playground
- Dismissal Area
<table>
<thead>
<tr>
<th>Expectations</th>
<th>Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have respect</td>
<td>Quiet voices</td>
</tr>
<tr>
<td>Act responsibly</td>
<td>Stay in line with your class</td>
</tr>
<tr>
<td>Work cooperatively</td>
<td>Personal space</td>
</tr>
<tr>
<td></td>
<td>Keep our campus clean</td>
</tr>
<tr>
<td>Keep trying</td>
<td></td>
</tr>
<tr>
<td>Stay safe</td>
<td>Walk</td>
</tr>
<tr>
<td></td>
<td>Keep to the right</td>
</tr>
</tbody>
</table>
# Restroom

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have respect</td>
<td>Use quiet voices</td>
</tr>
<tr>
<td></td>
<td>Respect others’ privacy</td>
</tr>
<tr>
<td>Act responsibly</td>
<td>Use paper, soap, and water wisely</td>
</tr>
<tr>
<td>Work cooperatively</td>
<td>Clean up after yourself</td>
</tr>
<tr>
<td></td>
<td>Return to class quickly</td>
</tr>
<tr>
<td>Keep trying</td>
<td></td>
</tr>
<tr>
<td>Stay safe</td>
<td>Wash hands before leaving</td>
</tr>
<tr>
<td></td>
<td>Put paper in trash</td>
</tr>
</tbody>
</table>
## Cafeteria

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have respect</td>
<td>Quiet voices</td>
</tr>
<tr>
<td>Act responsibly</td>
<td>Keep it clean</td>
</tr>
<tr>
<td>Work cooperatively</td>
<td>Use good manners</td>
</tr>
<tr>
<td>Keep trying</td>
<td></td>
</tr>
<tr>
<td>Stay safe</td>
<td>Remain seated</td>
</tr>
</tbody>
</table>

- Have respect
- Act responsibly
- Work cooperatively
- Keep trying
- Stay safe
- Quiet voices
- Keep it clean
- Use good manners
- Remain seated
### Common Areas/Playground

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have respect</td>
<td>Use kind words and actions</td>
</tr>
<tr>
<td>Act responsibly</td>
<td>Follow adult directions</td>
</tr>
<tr>
<td></td>
<td>Use self control</td>
</tr>
<tr>
<td>Work cooperatively</td>
<td>Play fair</td>
</tr>
<tr>
<td>Keep trying</td>
<td></td>
</tr>
<tr>
<td>Stay safe</td>
<td>Use equipment/area appropriately</td>
</tr>
<tr>
<td></td>
<td>Stay with the group</td>
</tr>
</tbody>
</table>
# Dismissal Area

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have respect</td>
<td>Follow adult directions</td>
</tr>
<tr>
<td></td>
<td>Keep hands, feet, and objects to yourself</td>
</tr>
<tr>
<td>Act responsibly</td>
<td>Listen for your dismissal directions</td>
</tr>
<tr>
<td>Work cooperatively</td>
<td>Walk directly to designated area</td>
</tr>
<tr>
<td>Keep trying</td>
<td></td>
</tr>
<tr>
<td>Stay safe</td>
<td>Sit quietly</td>
</tr>
<tr>
<td></td>
<td>Stay in your assigned area</td>
</tr>
</tbody>
</table>
## Classroom

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<tr>
<td>Stay safe</td>
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</table>
Lesson Plans
Once you have developed classroom expectations, it is not enough to just post the words on the walls of the classroom…

YOU MUST TEACH THEM!
Rewards/Reinforcement Plan
Why Develop a School-wide Reward System?

- Increases the likelihood that desired behaviors will be repeated
- Focuses staff and student attention on desired behaviors
- Fosters a positive school climate
- Reduces the need for engaging in time consuming disciplinary measures
Reward System Guidelines

- Keep it simple
- Provide staff with opportunities to recognize students in common areas who are not in their classes
- Include information and encouraging messages on daily announcements
- Rewards should target 85-95% of students
Guidelines

- Reward frequently in the beginning
- Reward contingent on desired behavior
- Refrain from threatening the loss of rewards as a strategy for motivating desired behaviors
- Refrain from taking earned items or activities away from a student
- Students should be eligible to earn rewards throughout the day contingent upon appropriate behavior
“I did it” Stickers

- Student observed displaying HAWKS Expectations
- Give the student a sticker along with verbal praise
- Explain why the student is receiving the sticker (refer to HAWKS trait)
“I did it” Stickers

- When you see a student wearing an “I did it” sticker, ask them why they received it and give verbal praise.

- Students will randomly be reinforced with special activities, i.e. “All students wearing an “I did it” sticker today will meet principals at the court for kickball!”
“I did it” Stickers

- Students will randomly be reinforced with special activities.

Example: Announcement made after last lunch period, “All students wearing an ‘I did it’ sticker today are to meet our principals at the PE court for a game of kickball.”
“I did it” Stickers

- Students can randomly be reinforced within the classroom as opportunities present themselves.
“I did it” Stickers

Parents will be provided with information so they can reinforce at home also.
“I did it” Stickers

- Staff members are asked to give 5 stickers each day:
  - 3 in their own classrooms
  - 2 outside their area
Hawk Pride Award

- We will continue the daily reinforcement with our Hawk Pride Award for classroom behavior that is exemplary.
Cafeteria Plan

- Rewards the whole class and the classroom teacher (see insert in the handbook)
Hawk of the Week Award

- Our intervention specialist is developing this plan.
- Students’ names will be announced on the morning news show and their names will appear in the newsletter.
Student of the Month

- Our intervention specialist is developing this plan.
- Student photos will be displayed on the Hawk Pride Wall in the front office.
Additionally . . .

- Awards Assemblies (Grades 3-5)
- 101 Way to Praise a Child
- Muggings (for adults)
- Apple Tree (for adults)
Points to Remember

- Keep the system simple
- Start small
- Emphasize the following:
  - The importance of enhancing social skills
  - The link between appropriate behavior and academic success
  - The link between School-wide Positive Behavior Support and other school-wide initiatives (e.g., multicultural education & character education)
Remember . . .

- Keep ratios of reinforcement to correction high (4:1)
Consequences
Appropriate Definitions of Problem Behaviors

What one teacher may consider disrespectful, may not be disrespectful to another teacher. For that reason, problem behaviors must be operationally defined.

Once behaviors are defined, all faculty, staff, administration, students, and families will need to be trained on the definitions.
Behaviors and Definitions
M&M Flowchart
Behavior Alert Form
Student Discipline referral
Inappropriate Dress

- Refer student to nurse for a change of clothes and a communication home to parents
- If chronic, refer student to social worker, school psychologist, or behavior specialist for parent contact
Implementation with Students

- Stations to demonstrate expectations and rules for common areas during opening days of school
- Daily messages on morning announcements
- Using HAWKS expectations matrix, develop individual classroom rules
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</table>
Development of PBS at Tyrone

- Designated time at staff and curriculum meetings to share best practices
- Staff input through liaisons & surveys
- Data presented monthly
- Twice monthly meetings of PBS team
JUST REMEMBER…

to model **APPROPRIATE** behaviors
at **ALL** times, even if it kills you.
The Hawk Pride Rap/Cheer

Thanks, Carol Stickland!

Hawk pride, hawk pride,
It’s what we’re all about.
Hawk pride, hawk pride,
It makes us want to shout.
Our school’s terrific,
Let’s get specific,
Tyrone is number one!
Our school is proud;
Let’s say it loud
Tyrone is number one!
Hawk Pride!!!