

Schoolwide Positive Behavior Supports and Behavior Management



Educational Recovery Kick-Off and Training

August 1, 2012

Toyah Robey

Kentucky Department of Education

Why Did you select
this session?

Conditions that Contribute to the Challenges Educators Face with out of control classrooms and challenging behavior of students:

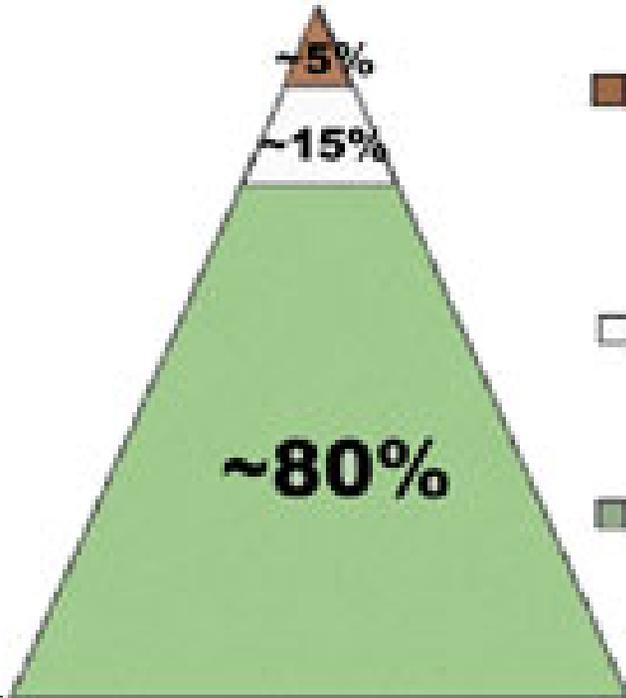
- Past and current approaches to teacher and staff training.
- An overuse of punitive methods of control.
- A lack of clarity of both school and classroom rules and disciplinary policies.
- An overuse of administrative support for student misbehavior.
- Few or no allowances made for individual instructional differences.



SCHOOL-WIDE DISCIPLINE: WHAT IS IT AND DOES IT REALLY MATTER?

Staff-wide approach to *positive, proactive, and instructional* discipline.

“Training intended to produce a specific character or pattern of behavior”



- **Tertiary (FEW)**
 - Reduce complications, intensity, severity of current cases

- **Secondary (SOME)**
 - Reduce current cases of problem behavior

- **Primary (ALL)**
 - Reduce new cases of problem behavior

UNDERLYING BELIEFS (these are the things that matter!)

- Education is critical to a student's success.
- A supportive learning environment must be physically safe, socially civil and academically productive.
- Behavior change is possible. (This is true for students, staff, parents, and community.)
- If you want it, teach it (i.e., responsible behavior).

UNDERLYING BELIEFS

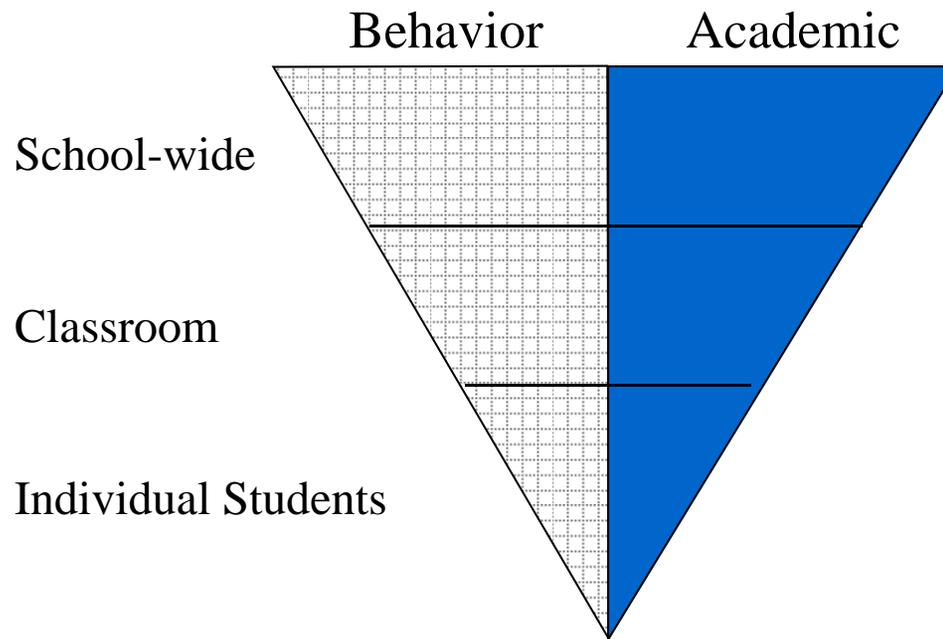
- If you expect to maintain it - encourage, acknowledge, and reinforce.

- There is a big difference between tolerance and tolerating.

- In the phrase "supportive learning environment for all," all means all:
 - The outstanding
 - The average
 - The troubled

The relationship between academic and behavioral priorities:

The school should be a place of safety and civility in which all students achieve academic success and social emotional competence.



Too much emphasis on the behavioral side could lead to a school full of safe and civil idiots.

Too much emphasis on the academic side could lead to a school full of educated thugs.

PREVAILING MYTHS THAT INTERFERE WITH IMPLEMENTATION OF THESE BELIEFS...

“Through punishment you can control behavior.”

“Role-bound authority IS the bottom line.”

“Zero-tolerance is the answer.”

“If getting tough doesn’t work, get tougher”

School-wide Discipline requires an approach that:

- Structures for success
- Teaches responsibility
- Establishes firm, clear limits
- Is inclusionary (all means all)
- Is invitational
- Is positive
- Communicates high expectations for success
- Creates consistency throughout school
- Allows flexibility for each classroom teacher

IT'S ALL ABOUT "PROCESS"

Team Developed:

- Represents the staff

- Meets regularly

Data-Driven Decision Making:

- Information collected on a regular basis

- Office referral data collected/analyzed

- Observations in common areas

- Other data resourced

- Communication of data to staff, others

Faculty Involvement:

- Setting priorities

- Input/brainstorming/feedback

- Formal adoption/rejection of proposed revisions

Common Areas Policies:

Halls-

- written
- accepted
- lessons designed
- implemented
- assessed



Other possible areas?

Guidelines for Success

- Are a set of **positive traits** or characteristics that **define** what students must do to be successful in your school.
- Should be **tailored** to the special needs of your school and the age of your students.
- Provide staff with a **consistent structure** for teaching students to be successful.
- **Teach students** that respectful treatment of others and best efforts result in success.

Guidelines for Success

VS Rules

GUIDELINES

- Reflect overall guiding principles for student attitudes and behavior.
- All specific RULES should connect to their guidelines.

Specific RULES

- Tell students what to do:
- Are tied to consistent consequences
- Are observable and measurable

Guidelines for Success and Rules

(Examples)

Rules

- Arrive on Time to Class
- Bring Paper and Pencil
- Talk Using Appropriate Language at Appropriate Times
- Complete Assigned Tasks

GFS

- Be Responsible
- Always Try
- Do Your Best
- Cooperate with Others
- Treat Everyone with Respect

Guidelines for Success

1. 3-6 basic attitude, traits, and/or beliefs that are important for all students to succeed in my classroom and our school.
2. Should be posted in all common areas and classrooms
3. Should be referenced in any positive or negative interactions with students regarding behavior (academic or social).
4. Should be taught and consistently reinforced by all school staff.

Staff Guidelines for Teaching Students Responsibility and Discipline

All staff members contribute to South Oldham Middle School's friendly, inviting environment. We set the tone through our actions and attitudes. Our continuous support and encouragement of students will be demonstrated through five important procedures:

Five Important Procedures Staff can do to contribute
to the *Safe, Civil, and Productive Learning*
Environment of SOMS

1. We will **TEACH** students expectations for responsible behavior in every school environment by relating student actions to our *Guidelines for Success*.
2. We will **ENCOURAGE** students to.... (PUT YOUR GUIDELINES FOR SUCCESS HERE.)

3. We will provide **POSITIVE FEEDBACK** to students when they are meeting expectations and following the *Guidelines for Success*.
4. When a minor misbehavior occurs, staff will view the misbehavior as a **TEACHING OPPORTUNITY**, responding with calm, consistent correction or consequence.
5. We will **WORK COLLABORATIVELY** to solve problems that are chronic or severe in nature.

Improved Classroom Practices is Understanding Basic Behavior Management

- Understanding and managing and the **ABC's** can lead to desired behaviors.



ABC's of BEHAVIOR

Antecedent-
what happens
before the
behavior

Behavior-
measurable,
observable

Consequence-
what happens
after the
behavior



Basic Behavior Management- Promoting Social Competency

- Relationship with each student---feeling connected is critical as it meets basic human needs
- Ratio of Interactions---3:1
- Recognize Each Child
- Monitor/Mentor Each Child
- Stay Connected
- Be Positive

**When Correcting:
positive, calm,
brief**



Basic Behavior Management

Principals

1. Positive Consequences

Increase Behavior---if not it isn't!

- It is all Relative
- It works on all behavior---good or bad

2. Negative Consequences (Punishment)

Decrease Behavior---if not it isn't!

- It is all Relative
- It works on all behavior---good or bad



Basic Behavior Management

3. All Chronic Behavior has a Function/Purpose, and it is usually good---not so with the behavior!

- Function/Purpose NOT Cause
- Skill vs. Performance, or
- Can't do vs. Won't do
- Teach Alternate Behavior
- Wants Something or Wants to Avoid Something



Basic Behavior Management

You will get most of what you pay attention to----
which does NOT mean to Ignore Bad Behavior.

- Attend to Positive Behavior
- Ignore Bad Behavior if OK to do so



Basic Rules of Behavior Management

5. Clear Expectations Lead to Responsible Behavior.

If not, Teach the Expectations often.

- Set clear Rules/Goals
- Review and Teach Often
- Major activities/transitions
- Work as Team

6. There are no Bad Kids---there is lots of bad behavior. Separation of the two leads to success while the other leads to frustration.

- Communicate this Often
- View behavior as growth opportunities---for you and child
- Each child has a story

Basic Behavior Management

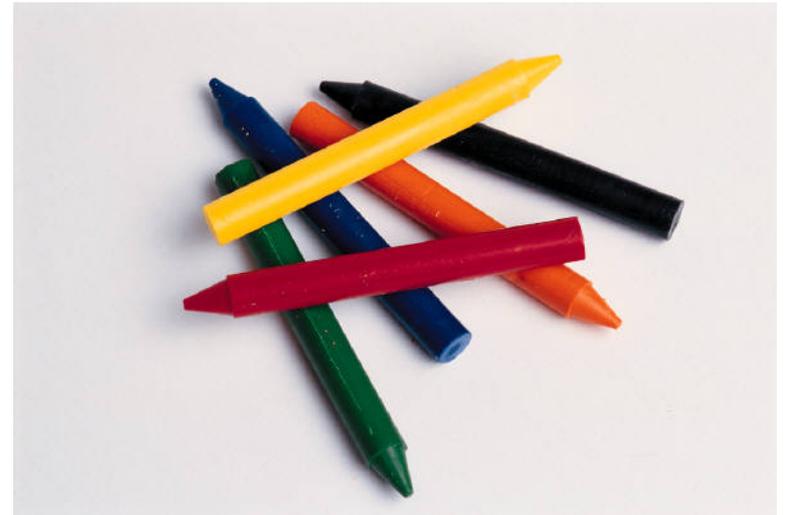
7. Do Not Personalize Bad Behavior. It does not help the child develop self control and responsible decision making.
8. It is easy to attend to bad behavior Consistently.
It Disrupts Learning
9. It is hard to attend to good behavior Consistently.
It Disrupts Nothing



Basic Behavior Management

10. The goal of discipline and behavior management is to develop self control and responsibility within each child---always focus on that!

Goal: To Teach for Learning



"I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or deescalated and a child humanized or dehumanized."

-Hiam Ginott