

# School Wide Behavior System Overview

# Kids these days.....

- How are kids different today then when you were a kid?
- How are kids the same?
- What do kids today need to succeed?
- How do we get kids what they need to succeed?

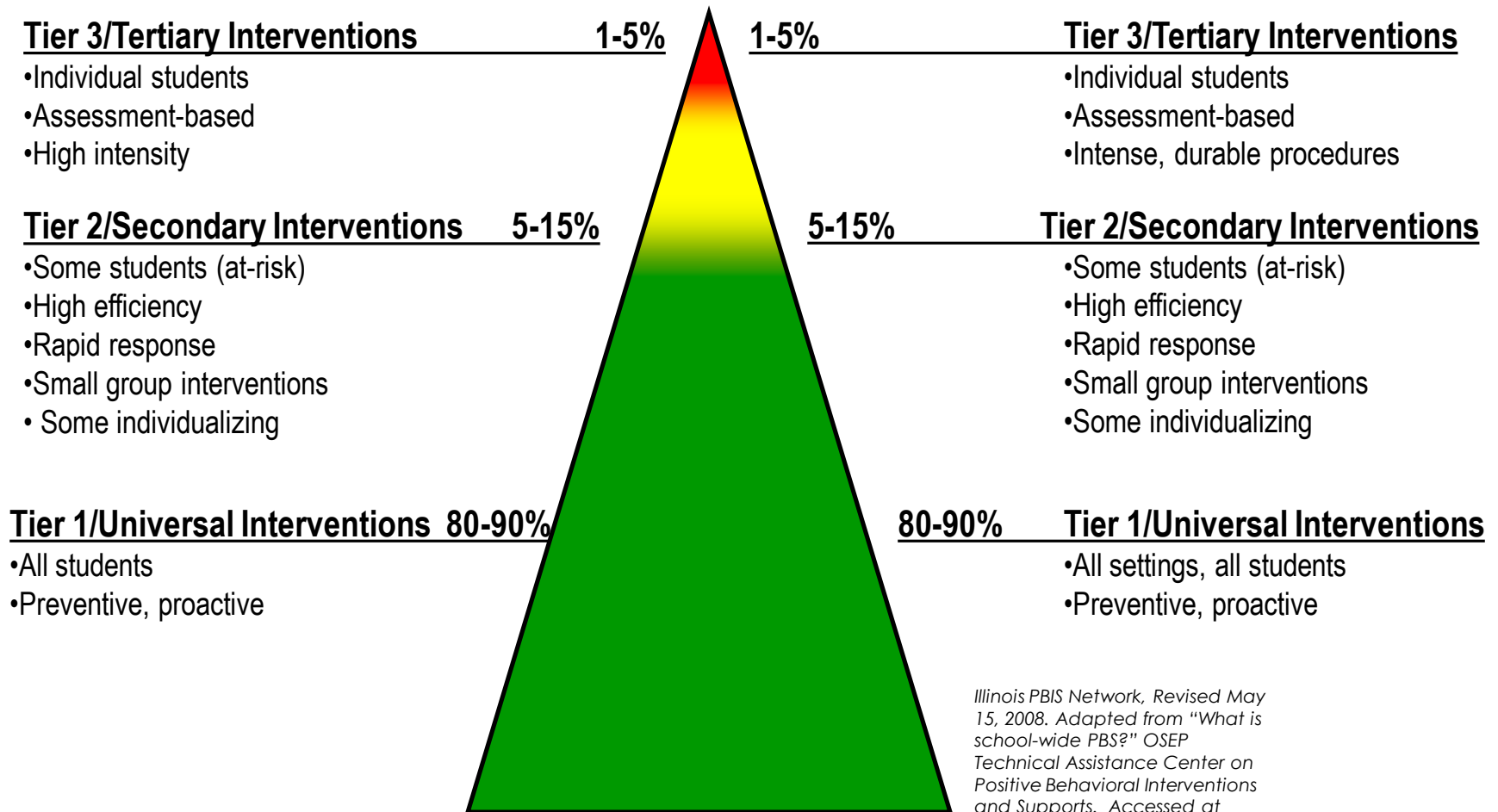
# Logic for School Wide Behavior System

- Schools face a set of difficult challenges today
  - Multiple expectations (Academic accomplishment, Social competence, Safety)
  - Students arrive at school with widely differing understandings of what is socially acceptable.
  - Traditional “get tough” and “zero tolerance” approaches are insufficient.
  - Faculty come with divergent visions of effective discipline
- Individual student interventions
  - Effective, but can’t meet need
- School-wide discipline systems
  - Establish a social culture within which both social and academic success is more likely

# School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

## Academic Systems

## Behavioral Systems



Illinois PBIS Network, Revised May 15, 2008. Adapted from "What is school-wide PBS?" OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. Accessed at <http://pbis.org/schoolwide.htm>

# Trends in Discipline Practices

## *Least Effective*

- Punishment (when used too often)
- Exclusion
- Counseling (as a reactive strategy)

(Gottfredson, 1997)

## *Most Effective*

- Proactive school-wide discipline systems
- Social skills instruction in natural environment
- Academic/curricular restructuring
- Behaviorally based interventions
- Early screening and identification of antisocial behavior patterns

(Biglan, 1995; Gottfredson, 1997; Colvin, et al., 1993; Lipsey, 1991, 1992; Mayer, 1995; Sugai & Horner, 1994; Tolan & Guerra, 1994; Walker, et al., 1995; Walker, et al., 1996)

# Universal Practices

## Define

- 3-5 school-wide expectations

## Teach/Pre-correct

- cool tool direct instruction
- in-the-moment reminders

## Model/Practice

- adults model what they teach
- students practice what we teach

## Acknowledge

- daily recognition – ex. gotchas
- weekly/quarterly grade-level/whole school celebrations

## Re-teach

- re-teach the expectation using different strategies
- have the student practice the skill

# Establish Behavioral Expectations

- 3 positively and broadly stated expectations
- Respect, Responsibility, and Safety
- Use your data to
- Expectations apply to students *as well as* staff/adults

KEEP IT SIMPLE!!!

# School-Wide Behavioral Matrix

## Purposes:

- Defines the expected behaviors for specific non-classroom settings; hallways, gym, cafeteria, commons, bus loading, bathrooms, assemblies, playground
- Creates the “curriculum” that will guide the teaching of expected behaviors
- Enhances communication and creates common language within the school community



# School-Wide Behavioral Matrix

Guidelines for developing rules based of school-wide expectations:

- State **positively**
- Use common and few words
- Show what the behavior “looks like”

## Establish Procedures for Teaching Expected Behavior

- Since behavioral skills are learned, it is necessary to teach expected behaviors to fluency as we do academic skills.
- The purpose of Behavioral Lesson Plans is to teach behaviors like we teach academics.

# What are Cool Tools/ Behavior Lesson Plans?

Cool tools/ behavior lesson plans structure how staff **teach** the expected **behaviors** from the school-wide behavioral matrix.

Cool Tools are:

- Research-based procedures for teaching the behaviors;
- Examples and non-examples taken from classroom and non-classroom settings and situations;
- Modeling and role-playing to teach new skills and provide students with practice opportunities;
- Feedback and acknowledgment to ensure students display the expected/taught behaviors;
- Taught initially at kickoff (first days of school), followed by weekly cool tools based on data with eventual integration into all curricula.

Establish a Continuum to  
Encourage/Celebrate Expected Behaviors

Acknowledgment Plan

# Purposes of Acknowledgments

- Reinforce the teaching of new behaviors
- Encourage the behaviors we want to occur again in the future
- Harness the influence of the students who are showing expected behaviors to encourage the students who are not
- Strengthen positive behaviors that can compete with problem behavior
- **Prompt for adults to recognize expected behavior**

# How to give an acknowledgement?

## Example:

Step 1: Acknowledge specific behavior

Step 2: Tie back to school-wide expectations

Example: Nice job sitting in your seat when the bell rang. Way to be there, be ready.

## Non-example:

Giving ticket without saying anything

Giving ticket for non-school wide expectations

Only giving for “above and beyond” behavior

# Establish procedures for discouraging inappropriate behavior

- Decide which behaviors are managed in the classroom and which behaviors are sent to the office
- Support teachers in designing classroom management systems
- Additional responses/options for students not responding to teacher consequences

# T-Chart Example

## Teacher Managed Behavior

- Profanity directed at student
- Gum chewing
- Homework
- No supplies
- Tattling
- Non-compliance
- Name calling
- Lying
- Minor stealing
- Cheating
- Dress Code Violations
- Minor Harassment

## Office Managed Behavior

- Attendance/Tardy
- Vandalism
- Substances
- Defiance
- Weapons
- Profanity directed at Adults
- Major disruptions
- Fighting
- Verbal/Physical intimidation
- Major stealing
- Wanderer
- Chronic Dress Code Violation
- Harassment (including sexual)



# Establish Procedures for On-going Monitoring and Evaluation

## Data Collection and Use

### Why do we use data?

- Data gives a picture of what's happening behaviorally in the school
- Sets baseline to measure improvement
- Identifies need
- Guides intervention planning
- Measures effectiveness of interventions