

**Getting Effective Positive Behavior Support Practices to Scale:  
The Best Behavior: Building Positive Behavior Supports in Schools  
(Sprague & Golly, 2004)  
Staff Development Process  
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**Some school discipline practices promote antisocial behavior**

Many school practices contribute to the development of antisocial behavior and the potential for violence. Because of the overemphasis on individual child characteristics as the cause of the problem, these important variables are often overlooked. These include, among others (Sprague, Walker, Golly, et al., 2001).

- Ineffective instruction that results in academic failure;
- Failure to individualize instruction to adapt to individual differences;
- Inconsistent and punitive school-wide, classroom and individual behavior management practices;
- Unclear rules and expectations regarding appropriate behavior;
- Failure to correct rule violations and reward adherence to them;
- Lack of opportunity to learn and practice prosocial interpersonal and self-management skills; and,
- Failure to assist students from at-risk backgrounds to bond with the schooling process.

These factors are *all* amenable to change using positive and preventive methods (Mayer, 1995; Sugai & Horner, 1994; Walker et al., 1996). Unfortunately, school personnel have a long history of applying simple and unproven solutions to complex behavior problems (e.g., office discipline referrals, suspensions or expulsions). They express understandable disappointment when these attempts do not work as expected, but often do not adopt alternative practices (Walker et al., 1996). This tendency to try to remove the problem student via suspension or expulsion, rather than focus on the administrative, teaching and management practices that either contribute to, or reduce them is common in our schools (Tobin, Sugai, & Martin, 2000).

**How do we solve this problem?**

Educators in today's schools and classrooms must be supported to adopt and sustain effective, cost-efficient practices (Sugai and Horner, 1994; Walker et al., 1996). Effective approaches to preventing the onset and development of antisocial behavior, include (a) systematic and sustained social skills instruction; (b) academic and curricular restructuring; (c) positive, behaviorally based interventions; (d) early screening and identification of antisocial behavior patterns; and (e) school-wide rule teaching and recognition systems (Sprague, Sugai, & Walker, 1998; Sugai & Horner, 1994; Walker et al., 1996). This brief will describe an approach to supporting improvement in school-wide and classroom behavior support methods.

Staff development for school, classroom, individual student and family supports. The Best Behavior staff development program (Sprague & Golly, 2004), provides structured and evidence based training and support to representative teams of teachers in schools over a 2- to 3-year period, providing training and technical assistance to adopt, implement and maintain a family of effective school-wide, classroom and individual student interventions. These school

teams work to complete initial and ongoing needs assessment, choose interventions (e.g., school rules, reward systems, systematic supervision), and use student- and staff-level data to refine and evaluate their efforts (see Todd et al., 1999; Irvin, Tobin et al., ). The remainder of this article outlines the specifics of the training and technical assistance approach.

### **Description of Program**

**What does the Best Behavior PBS intervention provide?** Best Behavior: Building Positive Behavior Supports in Schools (Sprague & Golly, 2004) provides a standardized staff development program aimed at improving school and classroom discipline in schools, and associated outcomes such as school violence, and alcohol, tobacco and other drug use. It is based on the School wide positive behavior support (SWPBS) (Sugai and Horner, 1994, Sprague, Sugai and Walker, 1998; Sprague, Walker, Golly et al., 2002) approach developed and tested at the University of Oregon and the National Center on Positive Behavioral Interventions and Supports ([www.pbis.org](http://www.pbis.org)) (an Office of Special Education Programs funded research center). The mission of the Best Behavior program is to facilitate the academic achievement and healthy social development of children and youth in a safe environment conducive to learning.

The program includes intervention techniques based on over 30 years of rigorous research regarding school discipline from education, public health, psychology, and criminology. Program components address whole-school, common area, classroom and individual student interventions and is intended to be used in combination with other evidence-based prevention programs such as the Second Step Violence Prevention Curriculum (Committee for Children, 2002). Representative school team members are trained to develop and implement positive school rules, rule teaching, positive reinforcement systems, data-based decision making at the school level, effective classroom management methods, and curriculum adaptation to prevent problem behavior, and functional behavioral assessment and positive behavioral intervention. Teams are also coached to integrate Best Behavior with other prevention programs to maximize effectiveness.

**Summary of Measurable Outcomes.** Best Behavior and similar models have been replicated by other researchers using similar and the same techniques. The effects of the intervention are documented in a series of studies implemented by researchers at the University of Oregon (Metzler et al., 2002; Sprague, Walker, Golly, et al., 2002; Taylor-Greene et al., 1997, see also [www.pbis.org](http://www.pbis.org) for the latest research studies and reports). Studies have shown reductions in office discipline referrals of up to 50%, with continued improvement over a three year period in schools that sustain the intervention (Irvin, Tobin et al., 2004). In addition, school staff report greater satisfaction with their work, compared to schools that did not implement Best Behavior. Comparison schools show increases or no change in office referrals, along with general frustration with the school discipline program.

**To what extent has prevalence of risk behaviors been prevented and protective factors, or assets been increased?** Studies are underway now to relate the quality of implementation to changes in student and staff behavior, as well as documenting changes in student attitudes, self-reported problem behavior and academic achievement.

In studies employing the components included in the Best Behavior program, reductions in antisocial behavior (Sprague et al., 2002), vandalism (Mayer, 1995), aggression (Grossman et al., Lewis et al.), later delinquency (Kellam et al., 1998; O'Donnell et al., 1997), alcohol, tobacco and other drug use (Biglan et al., 2002; O'Donnell et al., 1997) have been documented. Positive changes in protective factors such as academic achievement (Kellam et al., O'Donnell et al., 1997) and school engagement (O'Donnell et al., 1997) have been documented using a

positive school discipline program such as Best Behavior in concert with other prevention interventions.

**How does Best Behavior address critical elements for implementation?** The staff development materials are included in an attractive and easy to read book (we also have detailed scripts and presentation materials for local trainer/coaches). These materials were initially developed and field-tested (social validity data are available) in Mississippi and Oregon. Best Behavior training initiatives are underway in several Oregon School Districts, all eleven RCC regions in California and in Arkansas, Arizona, Connecticut, Montana, Nebraska, New Mexico, Oregon, Texas, Washington, Wyoming, the Bureau of Indian Affairs schools, Norway, Iceland and Chile

**How much time is involved?** Training sessions associated with each chapter are designed to last approximately 1 to 1.5 hours each. There currently are 20 chapters designed to be delivered sequentially (Total time for training approximately 18-25 hours). Each segment can be delivered alone or as a daylong or multi-day training event. In the staff development manual, times for each training segment are specified.

While participating in training, and after completion of the basic material, we recommend that school discipline teams (building administrator, representative teachers, other stakeholders) meet approximately once per month to review training content as needed and to set up a regular process of reviewing and refining the school discipline plan (initial goals are developed during training) and other, school site-based activities. A format for these meetings is specified and each meeting should last between 20-60 minutes.

In the first year of implementation, the staff development and team meeting activities would require 20-30 hours. We also suggest that the entire building staff receive informational updates and an initial presentation on the components of the model, expected benefits, and staff responsibilities.

**How much does it cost to implement Best Behavior?** Costs include staff trainer time, curriculum purchase (available from Sopris West Educational Services, [www.sopriswest.com](http://www.sopriswest.com)) and other costs related to implementing a quality school-wide positive behavior support plan (e.g., student incentives, food, and beverages for meetings, travel to visit model sites etc.). Actual costs will vary, depending on how the activities are funded and personnel resources already available in the district or school.

**Is the training appropriate for typical school personnel?** Training is designed to be delivered in three to four one day sessions or can be delivered in 20 separate, distributed training sessions. Our experience is that longer sessions (1/2 or full day) sessions are most productive for school teams. In addition to team training, regular meetings need to be held on the school site to track progress and solve implementation problems. Checklists to outline the tasks and activities for the team are specified during the training events.

Coaching assistance is available from IVDB staff and by discipline team members who are responsible to support and inform their colleagues in the school. IVDB staff will offer telephone, internet, and on-site technical assistance. We recommend 2-5 days of follow-up technical assistance each year after the initial training is completed. In addition, our research indicates that additional improvement will be documented if each school team carries out the intervention for at least three years. As such, a maintenance dose of training and technical assistance will be required past the initial year.

The school team is to be representative of each major stakeholder group. Once implementation goals are set, all stakeholders should receive training and information. Dates and

format for school-wide training need to be planned during normal staff release days or funding will need to be provided to support these activities. A recommended option is to appoint a school-based facilitator who can oversee scheduling of meetings and general functioning and tasks of the school team. We also recommend appointing a coordinator at the school district level who supports the building level coaches.

We also are willing to train district level or building level personnel to deliver the training content after each component is modeled by IVDB staff. At this point, we aim to train local personnel to assume the trainer and coach roles and responsibilities. "Training of trainers" is provided, using clearly delineated instructions.

**Does the training use adult learning techniques?** The training materials are based on the recommendations of the Association for Supervision and Curriculum Development (ASCD) guidelines and include lectures, discussions, reflection, work tasks germane to the intervention, jigsaws, etc. The training is designed to be active and school teams work on tasks that will be immediately usable in their school.

**How do I know if it is working?** Participating schools are asked to develop and present an annual plan with measurable goals and objectives. The goal setting session is conducted early in the process and is refined over the course of the remaining days of training or during in-building meetings.

We have a full evaluation model developed and an essential feature of the intervention is the use of data based feedback on essential outcomes to staff. Student measures include knowledge change on social skills teaching, discipline referral patterns, achievement test scores, attendance, etc. We also have used staff and student surveys to measure progress. The evaluation model maps directly onto the content and process of the model. A sample evaluation packet is available from the IVDB.

**How does this fit in the big picture of school improvement?** The school team must represent all school stakeholders. We also recommend that the school include improvement of discipline and safety as a top priority for school improvement and that at least 85% of staff formally indicate commitment to the training and implementation process.

Administrative leadership is emphasized throughout the process. The building administrator is required to be part of the school discipline team and participate in all planning and staff development activities.

We suggest that funding for staff release or stipends for participation are provided for building discipline team members. In building facilitators/coaches should receive a stipend for the additional work they perform.

**What personnel and funding are available to provide technical assistance to support interested schools in implementing the practice?** UO/IVDB staff is available to provide staff development, evaluation, and implementation technical assistance for a fee or we will collaborate with state or local districts to obtain grant funding for staff development and evaluation activities. We have collaborated with districts to apply for, and use, CSPD funds, Safe and Drug Free Schools prevention funds, and federal research and demonstration grants awarded to the IVDB.

**Where is additional information available?** The book is available from Sopris West Educational Services ([www.sopriswest.com](http://www.sopriswest.com)). It is required that individuals who intend to deliver staff development receive training from the developers before using the materials.

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Chapter 3 – Handout # 2

Alternatives to Punishment

**Please take a few minutes to reflect on the following questions and share your thoughts with another person.**

- What are alternatives to punishment, suspension and expulsion that “work” in your school?

- When is suspension or expulsion necessary to maintain safety and order in the school?

Jigsaw activity: Read about Prevention Middle School!

**With your assigned group, please read your section of the article and get ready to report on the corresponding topic below.**

- School intervention
- Beginning the process
- Defining and teaching behavior expectations
- Systems for positive reinforcement
- Using a variety of recognition systems
- Monitoring progress

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A Successful SWPBS School!

**Big Ideas!**

Prevention Middle School is located in a suburban community in southwestern Oregon. There are 625 students grade 6-8. Approximately 40% of the students in the school qualify for free and reduced lunch. In the summer of 1999, staff from Prevention Middle agreed upon the need for improving discipline in the school. Prevention staff formed a team of grade level teachers (one each from grades 6-8), a special education teacher and the building administrator. They developed a plan for reducing problem behaviors in the school and classrooms and implemented that plan in the 1999-2000 school year.

The school team met monthly and developed a set of school rules. They decided on behaviors that were important to the school staff: ***Be respectful, cooperate with others, put-ups, not put-downs, and find peaceful solutions.*** They developed lessons for teaching these school rules and agreed as a staff to consistently enforce the rules.

The school also implemented a schoolwide system called "Success tickets." The Success tickets listed all of the school rules and teachers were given stacks of the tickets. Teachers and other staff agreed to "catch kids being good" by giving them a Success ticket and indicating the school rule that they were demonstrating. Students could place the ticket in a bucket in the school cafeteria for a door-prize drawing at the end of the week. The staff monitored how many tickets were distributed and who was receiving them. The staff designed several other ways to recognize and reward good behavior in the school.

The staff was given feedback on reductions in discipline referrals at the monthly staff meeting. In addition, students and staff were asked each quarter to complete a survey indicating their opinions on the new discipline system.

Finally, parents and the community were involved as much as possible. Parents were given information about the new program and expectations for students. Local businesses gave incentives such as coupons and small items to use in the weekly drawings.

In the first year, discipline referrals were reduced by 35% and an additional 20% in the current school year. Suspensions were reduced by over 55%. Students and staff also reported feeling safer and happier with the school under the new program.

### **The Details!**

The school intervention. The school intervention involved assisting the school to implement a Schoolwide Positive Behavior Support (SWPBS) system to increase appropriate social behavior in all school settings by a) defining a set of clear rules and expectations, b) teaching the expected behaviors to students, c) providing increased levels of praise and rewards for appropriate social behaviors, d) monitoring students' behavior to provide consistent enforcement of the rules, and e) utilizing frequent summary data about student behavior to evaluate progress and further develop intervention plans. The goals of improving the social behavior of students and school climate were consistent with the school improvement plan.

Beginning the process. The school intervention process began with a faculty forum where problem behavior, communication with parents, and the process of the SWPBS implementation were presented and discussed. Following the faculty forum a Schoolwide Positive Behavior Support (SWPBS) team was formed with 3 teachers (each representing one of the inner-school teams), the vice-principal, one of the school counselors, project staff (a school intervention specialist and two research scientists) and an expert on SWPBS from the local county educational cooperative. This team met on a monthly basis to develop the intervention plan. The first three meetings provided training for the team consisting of an introduction to the SWPBS approach, facts on problem behavior, schoolwide behavior intervention, and using discipline referral data to make intervention planning decisions. The meetings then transformed into intervention development work sessions where the team developed goals, brought back ideas from the inner-school teams regarding target behaviors, defined the rules and expectations for the school, defined the reward systems, selected and developed the evaluation assessment tools, developed the lessons for teaching the behavioral expectations to the students, and worked out the logistics of implementing the lessons.

During the summer of 1999 teachers and other school staff were invited to attend a lunch session to share ideas and create a vision for the middle school. The objective for these sessions was to ensure that all teachers had the opportunity to participate in building a common vision and collaborative framework to help youth to be successful at the school and community. Those who attended these sessions were asked to imagine that in two years from now they looked back on this day and said that the middle school

had really improved how it guides young peoples development and to share their ideas on: a) what would students be doing more of, b) what teachers would be doing more of, c) what parents would be doing more of, and d) what the community would be doing more of. Participants also described positive roles for students to facilitate skill development and gave feedback on the target behavior expectations developed by the PBS team and on ideas for rewarding worthwhile behavior among students. The ideas from these visioning sessions were summarized and presented and discussed during a staff in-service at the onset of the school year.

Defining and teaching the behavioral expectations. The Schoolwide Positive Behavior Support team reviewed discipline referral summaries from the 1997-1999 school year to help determine the areas in which student behavior could be improved. The predominate discipline difficulties which the team wanted to address were: verbal and physical harassment of students, fighting, obscene language, and class disruption. Student behavior was most troublesome in the hallways during passing times between classes. Based on these targeted behaviors, the team defined the student behaviors that they would like to see increase at the school. These behavior expectations were further refined into four separate rules. A small set of topics under each rule were established and lesson plans to teach students the behavioral expectations were developed for each topic (see Table 1 for a list of the rules and topics).

---Insert Table 1 about Here---

For each rule and topic, the lessons outlined what students were expected to do, how to teach the expected behavior, how to prevent the problem behaviors from occurring, how to give both positive and corrective feedback to students, and how to review the behavioral expectations with students regularly. The teaching strategies incorporated into each lesson included an explanation of why the rule is important, examples and non-examples of the expected behaviors, and practice for the students via brainstorming, games, discussions, and role playing. To prevent problem behavior each lesson outlined how to supervise students in the school settings and during times which were most troublesome, as well as how and when to provide reminders of the expected behaviors to students. These teaching strategies utilize effective teaching practices based on instructional design for teaching concepts, as well as a proactive approach for teaching social behavior.

These lessons were taught schoolwide at the beginning of the school year. Teachers of 6<sup>th</sup> and 7<sup>th</sup> grade students taught all the lessons within the first three weeks of the school year and 8<sup>th</sup> grade students received one lesson per week for a total of ten weeks. Booster lessons were implemented across the year to specifically address the issue of harassment in the hallways. In addition to the lessons, the school altered the class schedules so that the passing times between classes for 6<sup>th</sup> grade students were different for those of 7<sup>th</sup> and 8<sup>th</sup> grade, to decrease the numbers of students in the hallway at one time. Additionally, three lunch periods were scheduled so that students went to lunch with their grade level. This decreased the number of students in the cafeteria at one time, compared to the previous year where only 2 different lunch breaks were scheduled.

Systems for the positive reinforcement of appropriate social behavior. One of the goals for the school intervention was to increase the positive recognition to students who are engaged in appropriate, expected behaviors at the school. During the

1999/2000 school year, a token economy system where students received “Success Tickets” was modified and revitalized. Additionally, the following new schoolwide recognition systems were implemented: a) good news referrals, b) praise notes, c) good news bureau, and d) phone calls home by teachers.

Problem-solving the Reinforcement System. During the previous school year “Success Tickets” (named after the school mascot) were given to students for engaging in prosocial behavior at the school. Students would turn these tickets in to a drawing for prizes (usually for soda or snacks). According to school personnel the system was not working well, as students were not receiving the tickets consistently and students were not turning the tickets in for the drawing of prizes. By the end of the school year, Success Tickets were not being handed out and no drawings were taking place. For the 1999/2000 school year, the SWPBS team decided to revitalize the Success Tickets program with the following changes: a) tickets were given to students for following the specific behavior expectations as were defined and taught schoolwide (be respectful, put ups not put downs, cooperate with others, and solve problems peacefully), b) teachers, other school personnel (administration, office staff, counselors), and students (with a teacher’s signature) would give out Success Tickets, c) businesses within the community were solicited for donations for the prizes (to get better prizes and increase the value of the tickets for students), d) drawings occurred on a weekly basis with announcements of winners held during lunch, and e) a tracking system to count who was giving out and receiving the Success Tickets was implemented.

A total 14,219 Success Tickets were given out to students throughout the 1999/2000 school year, averaging 395 per week. These numbers may be an underestimate as counts were done once students turned their tickets in for the weekly drawings (some students were known to hold onto their tickets and turn in a bulk of them at once to increase their chances at winning a prize in the drawings). The weekly counts tended to increase when valued prizes were offered in the drawing; for example, a total of 700 tickets were counted during the week that a “boom box” was offered for a prize. In addition, after the 2<sup>nd</sup> trimester, the school decided to change the color of the Success tickets to invalidate the old tickets so that students would turn in their tickets. A total of 2,659 tickets were counted during the last week for which the old tickets were valid.

Using a variety of recognition strategies. A new method for providing recognition and rewards for students at the school was the “good news” referral system. Traditionally, teachers and other personnel would send discipline referrals to the school office for students’ misbehavior. These discipline referrals were followed up by either one of the school counselors, the vice-principal, and/or the principal. Some of the discipline referrals would result in a phone call home to parents. During the 1999/2000 school year the middle-school added “good news” referrals to this system. Teachers gave the vice-principal and/or principal positive good news referrals for students who did something especially notable (above and beyond following the behavior expectations). For example, good news referrals were given for marked improvement in behavior or academics over an extended period of time, taking a leadership role in helping other students, and preventing conflict by demonstrating good problem solving skills. The principal or vice-principal would then call the parents to notify them of their

students' positive behavior. A total of 222 good news referrals were given out over the course of the school year.

In addition, a "praise notes" computer program was developed for teachers, so that they could send notes of praise home with students in their classes. Once teachers entered their class rosters into the computer, they could select a praise note, click on the name of the student, and print a personalized note (with or without a border and graphics) for the student to take home to their parent(s). Teachers could select a praise note from a menu, (i.e., "Your daughter Janis made a sincere effort to do quality work today. I hope you give her a pat on the back when she gets home, because she did great!", "Thank you for helping your son on his homework assignments. He has shown real improvement."), or teachers had the option to create their own praise message. Since the program ran slowly on some of the older computers, actual usage of the program was not as high as the original interest in it. In the fall of 1999, 14 teachers had the Praise Notes program installed on their classroom computer. A total of 269 praise notes were given to students during the school year.

Another system of providing positive recognition was through the Good News Bureau. The goal of the Bureau was to collect information about the good things that people have done in support of middle school students and dispersing the information through various media channels such as the student newspaper, the school newsletter, the school PA system, bulletin boards at the school, the local newspaper, and the local radio station.

Monitoring progress. Monthly data about student behavior was summarized to evaluate progress and drive the further development of intervention efforts. Patterns of discipline and good news referrals, student survey data, and Success Ticket tallies were charted and discussed at the monthly SWPBS team meetings. The following week, a summary of these data were presented at the inner-school teams where teachers had the opportunity to provide feedback and ideas to the PBS team. This summary also presented "good news" where teachers were recognized and praised for their efforts towards schoolwide effective behavior support and Community Building. The goal of this data-based feedback was to provide positive reinforcement for school personnel and to aid in decision-making regarding the SWPBS intervention.

In addition, school faculty was surveyed on mid-year progress towards school improvement. They were asked about school safety, student behavior, effectiveness of specific intervention strategies, student progress towards writing goals, and frequency in which they implemented the lessons and engaged in activities for student behavior support. Students also were surveyed about the Success Ticket system. The results of these surveys were presented and discussed during a faculty forum in February. Overall, the majority of school staff agreed that the school was a safer place for students and that student behavior had improved compared to the previous year. Further, 100% of the faculty surveyed agreed that providing recognition to students for positive behavior had a positive impact on their behavior. The majority of students from all grade levels wanted the Success Ticket system of reward to continue and many thought that more teachers should consistently give them out. Finally, at the end of the school year, school personnel were given a survey to evaluate the current schoolwide behavior support systems (whether they were working well or needed improvement). During a faculty meeting the results of this survey were summarized and discussed. The

SWPBS team then utilized the input from the survey and discussion during a planning session to prepare for the 1999/2000 school year.

Table [1]. The Behavioral Expectations Developed for Prevention Middle School

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Rule	Lesson Topic
1. Be respectful	<ol style="list-style-type: none"><li>1. Use appropriate language</li><li>2. Roles and responsibilities of students &amp; teachers</li><li>3. Respect other's space and belongings</li></ol>
2. Put ups, not put downs	<ol style="list-style-type: none"><li>1. Complimenting others</li><li>2. Respond appropriately to put downs</li></ol>
3. Cooperate with others	<ol style="list-style-type: none"><li>1. Work together to peacefully share a locker</li><li>2. Work together and help each other</li></ol>
4. Solve problems peacefully	<ol style="list-style-type: none"><li>1. Make appropriate responses regarding rumors</li><li>2. Give up harassment and name calling</li><li>3. Use appropriate physical contact</li></ol>

## Chapter 4 – Handout # 2

### Activity Reflection

Please take few minutes and think about the following question:

What are some other school discipline challenges you face?

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## Chapter 4 – Handout # 3

### Activity

Please take a few minutes and brainstorm some ideas for the following question:

What are some other “foundation pieces” that you see as important to positive behavior support in schools?

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## BEST Behavior Self Assessment Survey

### **Activity: Your Place in the Journey**

1. Please complete this survey as complete as you can by yourself.

- Rate items (status & priority)
  - School-wide systems
  - Classroom systems
  - Individual Student Systems
  - Family Support and Collaboration Systems

2. When finished, compile all surveys from your school staff/team.

3. As a group, list Strengths and Needs, and

4. As a group, set goals

*Best Behavior* Positive Behavior Supports Assessment

School Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Your Role (please choose one)</b>	
Administrator	
Teacher	
Classified	
Special Education Teacher	

Related Service Provider	
Parent	
Student	
Other	

<b>School Capacity</b>	<b>In place</b>	<b>Working on it</b>	<b>Not in place</b>	<b>Target as a goal?</b>
1. A representative building leadership team is formed to guide program implementation and evaluation of effectiveness.				
2. The school administrator is an active member of the school-wide behavior support team.				
3. School personnel (80% or more) have committed to improving school discipline and safety by implementing, supporting, and agreeing to use positive behavioral support systems.				
4. A needs assessment has been conducted to guide intervention selection.				
5. An action plan with clear goals and objectives has been developed to improve school discipline.				
6. Regular school-wide behavior support team meetings are scheduled for training and planning.				
7. School-wide behavior support has a budget for rewarding students (and staff), regular team meetings, teaching activities and materials, and data collection and analysis.				
<b>Whole School Behavior Teaching</b>				
8. 3 to 5 school-wide behavior expectations have been defined (e.g., Be safe, respectful, responsible, etc.).				
9. Positive behavior expectations have been defined for each school setting (e.g., what does “safe, respectful, responsible” look like in the cafeteria, gym, restrooms, etc.).				
10. Lesson plans have been developed for teaching all behavioral expectations in all school settings.				
11. Rules are posted and/or visible in all school settings (e.g., hallways, classrooms, cafeteria, gym, etc.).				
12. Staff has been trained to teach behavioral expectations.				
13. Staff teaches behavioral expectations.				
14. Behavioral expectations for each rule are taught and reviewed at least 10 times per year.				
15. Expected behaviors for each specific setting are taught in that setting at least one time a year.				
<b>Dealing with Problem Behavior</b>				
19. Problem behaviors are clearly defined and				

Best Behavior Staff Development for Positive Behavior Supports in Schools

	<b>In place</b>	<b>Working on it</b>	<b>Not in place</b>	<b>Target as a goal?</b>
<b>School Capacity</b>				
explained to all students.				
20. Consequences for problem behaviors are clearly defined and explained to all students.				
21. Staff use consistent consequences for inappropriate behavior				
22. Staff consistently correct and re-teach students with problem behavior.				
<b>Data-Based Decision Making</b>				
23. Data are collected (discipline referrals, surveys) to guide decision making.				
24. Data are regularly summarized (e.g., at least monthly) by discipline/behavior support team				
25. Staff receive regular (e.g., at least monthly) reports on key discipline outcomes (e.g., information about referrals, suspensions, etc.).				
26. Intervention decisions and strategies are evaluated regularly (at least once per term) based on behavior data.				
<b>Classroom Management</b>				
27. The school has defined systems of classroom behavior management.				
28. Curriculum and instruction match student ability, Students have high rates of academic success (75%+ correct)				
29. Transitions within classrooms, between activities, and between settings are planned for, taught to students, well-established, and orderly				
<b>Individual Student Support</b>				
30. Teachers can easily get assistance with problem students in their classroom.				
31. Behavioral assessments are used to identify students with problem behavior.				
32. A behavior support team attends promptly (within two school days) when a student exhibits chronic problem behavior				
33. Teachers are trained in, and use, effective methods to prevent behavioral escalation.				
34. Teachers are trained in functional behavioral assessment and positive behavioral intervention for students with chronic problem behavior.				
<b>Family Support and Collaboration</b>				
35. Families are active participants in supporting whole school discipline systems				
36. The school supports good parenting practices by providing information and support to families.				
37. The school has defined systems for regular, positive contacts with families.				
38. At least one parent is a member of the whole school positive discipline team				
39. There is adequate staff on playgrounds, during recess and free time, and in other common areas to effectively supervise the number of students present.				
40. A system of positive reinforcement is in place in				

Best Behavior Staff Development for Positive Behavior Supports in Schools

<b>School Capacity</b>	<b>In place</b>	<b>Working on it</b>	<b>Not in place</b>	<b>Target as a goal?</b>
all common area settings				
41. Recess, free time, playground, and/or common areas are easily observable (unobstructed views) from any given position in the area.				
42. Supervisors to make close contact with students in all recess, free time, playground, and/or common areas.				
43. Playground, recess, or recreational equipment are safe				
44. Access to and from the playground, recess, or free-time areas is supervised				
45. Formal emergency or crisis procedures for students and staff on playgrounds, or in recess and other common areas, have been developed and are practiced at least twice a year				
46. Common area supervision staff have been trained in active supervision techniques and methods this year				
47. A system for addressing minor problem behavior in recess, playground, or common areas is in place and practiced by common area supervision staff				
48. A system for addressing serious or major problem behavior in recess, playground, or common areas is in place and practiced by all common area supervision staff				
49. Off limits areas are clearly identified, taught to students and staff, and known by all				
50. All staff have received training in active supervision of common areas				

Chapter 5 – Handout # 1

A Lesson in Consistency

**“A Lesson in Consistency”**

To the best of your ability, list all of the school and classroom rules in place in your school and/or classroom. Do this by yourself and then share with your colleagues. If you don't get consistency, you need to work on this!

School

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Classroom

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Chapter 5 – Handout # 2

**Elementary School Rules and Behavioral Expectations**

Common Area	Be Safe	Be Respectful	Be Responsible
<b>All common areas</b>	<ul style="list-style-type: none"> <li>• Walk facing forward.</li> <li>• Keep hands, feet and objects to self.</li> <li>• Get adult help for accidents and spills.</li> <li>• Use all equipment and materials appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Use kind words and actions.</li> <li>• Wait for your turn.</li> <li>• Clean up after self.</li> <li>• Follow adult directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow school rules.</li> <li>• Remind others to follow school rules.</li> <li>• Take proper care of all personal belongings and school equipment.</li> <li>• Be honest</li> </ul>
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>• Keep all food to self.</li> <li>• Sit with feet on floor, bottom on bench and facing table.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow anyone to sit next to you.</li> <li>• Use quiet voices.</li> </ul>	<ul style="list-style-type: none"> <li>• Raise hand and wait to be excused.</li> <li>• Get all utensils, mild, etc., when first going through the line.</li> </ul>
<b>Playground/Recess</b>	<ul style="list-style-type: none"> <li>• Walk to and from the playground.</li> <li>• Stay within boundaries.</li> <li>• Be aware of activities/games around you.</li> <li>• No play fighting.</li> <li>• What is on the ground stays on the ground.</li> </ul>	<ul style="list-style-type: none"> <li>• Play fairly.</li> <li>• Include everyone.</li> </ul>	<ul style="list-style-type: none"> <li>• Use hall/bathroom pass for leaving the area.</li> </ul>
<b>Passing Areas</b> Halls, Breezeways, Sidewalks	<ul style="list-style-type: none"> <li>• Stay to the right.</li> <li>• Allow others to pass.</li> </ul>	<ul style="list-style-type: none"> <li>• Hold the door open for the person behind you.</li> <li>• Use quiet voices.</li> </ul>	<ul style="list-style-type: none"> <li>• Stay on sidewalks.</li> </ul>
<b>Bathrooms</b>	<ul style="list-style-type: none"> <li>• Keep feet on floor.</li> <li>• Keep water in the sink.</li> <li>• Wash hands.</li> <li>• Put towels in garbage can.</li> </ul>	<ul style="list-style-type: none"> <li>• Knock on stall door.</li> <li>• Give people privacy.</li> <li>• Use quiet voices.</li> </ul>	<ul style="list-style-type: none"> <li>• Flush toilet after use.</li> <li>• Return to room promptly.</li> <li>• Use a bathroom pass.</li> </ul>
<b>Arrival and Dismissal Areas</b>	<ul style="list-style-type: none"> <li>• Use bike lane.</li> <li>• Use sidewalks and crosswalks.</li> <li>• Wait in designated areas.</li> </ul>	<ul style="list-style-type: none"> <li>• (See common areas)</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive on time.</li> <li>• Leave on time.</li> <li>• Get teacher permission to use the classroom phone.</li> </ul>
<b>Media/Gym</b>	<ul style="list-style-type: none"> <li>• (See common areas)</li> </ul>	<ul style="list-style-type: none"> <li>• Use quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>• Use hall pass for using the area.</li> </ul>
<b>Special Events and Assemblies</b>	<ul style="list-style-type: none"> <li>• Wait for arrival and dismissal signal</li> </ul>	<ul style="list-style-type: none"> <li>• Use audience manners.</li> <li>• Sit on bottom.</li> </ul>	<ul style="list-style-type: none"> <li>• (See common areas)</li> </ul>

Chapter 5 – Handout # 3

**Middle School Rules Expectations for Common Areas**

Area / Rule	Safety	Responsibility	Respect
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>Walk at all times.</li> <li>Eat only your own food.</li> </ul>	<ul style="list-style-type: none"> <li>Wait in line patiently.</li> <li>All food and drink stays in cafeteria.</li> <li>Place recyclables in proper containers.</li> </ul>	<ul style="list-style-type: none"> <li>Use good manners.</li> <li>Clean up your area.</li> </ul>
<b>Gym</b>	<ul style="list-style-type: none"> <li>Sit properly in bleachers/chairs.</li> <li>Use equipment properly.</li> <li>No food, drink, or gum in gym.</li> </ul>	<ul style="list-style-type: none"> <li>Show good sportsmanship.</li> <li>Return equipment to designated area.</li> </ul>	<ul style="list-style-type: none"> <li>Be a team player, encourage others.</li> <li>Use home court.</li> </ul>
<b>Assemblies / Special Events</b>	<ul style="list-style-type: none"> <li>Sit quietly during presentation.</li> <li>Wait for dismissal instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Listen responsibly.</li> <li>Applaud appropriately.</li> </ul>
<b>Media Center</b>	<ul style="list-style-type: none"> <li>Keep hands and feet to yourself.</li> <li>Use chairs and tables appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Return materials to proper places on time.</li> <li>Use internet appropriately, print only what's needed.</li> <li>No food, drink, or gum.</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words and actions.</li> <li>Respect property, yours and others'.</li> </ul>
<b>Hallways</b>	<ul style="list-style-type: none"> <li>Walk at all times.</li> <li>Keep hands and feet to yourself.</li> <li>Move to class on time.</li> </ul>	<ul style="list-style-type: none"> <li>No food, drink, or gum.</li> <li>Use drinking fountains appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words and actions.</li> <li>Respect property, yours and others'.</li> </ul>
<b>Office / SRC</b>	<ul style="list-style-type: none"> <li>Keep hands and feet to yourself.</li> <li>Use chairs and tables appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>State your purpose politely.</li> <li>Obtain permission to use phone.</li> <li>No food, drink, or gum.</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words and actions.</li> <li>Keep hands and feet to yourself.</li> </ul>
<b>Bathrooms</b>	<ul style="list-style-type: none"> <li>Keep water in sink.</li> <li>Wash hands.</li> <li>Put towels in garbage.</li> </ul>	<ul style="list-style-type: none"> <li>Flush toilets.</li> <li>Inform adults of vandalism.</li> </ul>	<ul style="list-style-type: none"> <li>Give people privacy.</li> <li>Respect property, yours and others'.</li> </ul>
<b>Bicycles / Walkers</b>	<ul style="list-style-type: none"> <li>Walk and ride bikes safely.</li> <li>Wear helmets.</li> <li>Secure bicycles.</li> <li>No loitering.</li> </ul>	<ul style="list-style-type: none"> <li>Touch others' property only with permission.</li> <li>Pick up litter.</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words and actions.</li> <li>Respect property, yours and others'.</li> </ul>
<b>Bus Area</b>	<ul style="list-style-type: none"> <li>Do not block front doors.</li> <li>Stay behind yellow line.</li> </ul>	<ul style="list-style-type: none"> <li>Wait in line patiently.</li> <li>No gum.</li> <li>Pick up litter.</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words and actions.</li> <li>Keep hands and feet to yourself.</li> </ul>

Chapter 5 – Handout # 4

**High School Expectations Matrix**

	<b>Safe</b>	<b>Respectful</b>	<b>Responsible</b>
Classroom	<ul style="list-style-type: none"> <li>• Hands and feet to self</li> <li>• Ask permission to leave assigned areas</li> <li>• Follow directions and safety procedures</li> <li>• Keep walkways clear</li> </ul>	<ul style="list-style-type: none"> <li>• Treat others property with respect</li> <li>• Follow directions and classroom assignments</li> <li>• Actively listen to designated speaker</li> <li>• Use appropriate voice and words</li> </ul>	<ul style="list-style-type: none"> <li>• Be on time and prepared</li> <li>• Stay on task</li> <li>• Resolve attendance issues before class</li> <li>• Sign in/ sign out</li> <li>• Clean up after yourself</li> </ul>
All Common Areas	<ul style="list-style-type: none"> <li>• Follow adult directions the first time given</li> </ul>		
Bus Slip	<ul style="list-style-type: none"> <li>• Hands and feet to self</li> <li>• When busses are present, remain on sidewalk</li> <li>• Walk at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Treat others and property with respect</li> <li>• Use appropriate voice and language</li> <li>• No harassment</li> <li>• Limited PDA's</li> </ul>	<ul style="list-style-type: none"> <li>• Clean up after yourself</li> <li>• Remind others to follow rules</li> </ul>
Eating Areas	<ul style="list-style-type: none"> <li>• Hands and feet to self</li> <li>• Walk at all times</li> <li>• Keep walkways clear</li> </ul>	<ul style="list-style-type: none"> <li>• Treat others and property with respect</li> <li>• Use appropriate voice and language</li> <li>• Limited PDA's</li> </ul>	<ul style="list-style-type: none"> <li>• Clean up after yourself</li> <li>• Remind others to follow rules</li> </ul>
Assembly	<ul style="list-style-type: none"> <li>• Hands and feet to self</li> <li>• Enter and exit in an orderly fashion</li> <li>• Keep walkways clear</li> </ul>	<ul style="list-style-type: none"> <li>• Be attentive</li> <li>• Listen with an open mind</li> <li>• Remove hats when requested</li> <li>• Applaud appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Sit quietly</li> <li>• Remind others to follow rules</li> </ul>
Hallway	<ul style="list-style-type: none"> <li>• Hands and feet to self</li> <li>• Keep walkways clear</li> <li>• Walk at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Treat others and property with respect</li> <li>• Use appropriate voice and language</li> <li>• Limited PDA's</li> </ul>	<ul style="list-style-type: none"> <li>• Clean up after yourself</li> <li>• Inform staff of spills and wait for help</li> </ul>

Chapter 5 – Handout # 5

Pause and Reflect:      Developing school rules

**We recommend you take some time to develop school rules and behavior expectations that are unique to your school. This will work best if you work in a team representing all stakeholders in your school.**

1. Review the “behavior expectations matrix” worksheet for SEI.
2. Make a list of specific settings in your school.
3. Define the expectations and complete the matrix for each setting.
4. When the matrix is completed, share with your colleagues (and with students appropriate) and obtain agreement regarding the expectations.

Defining Whole School Expectations Worksheet

Name of School: \_\_\_\_\_

	<b>Be Safe</b>	<b>Be Responsible</b>	<b>Be Respectful</b>



Chapter 6 – Handout # 1: **School Rule Lesson Plan**

**Focus Area:** School-wide behavior expectations

**The topic/Rule:** Be respectful

What do we expect the student to do?
<ol style="list-style-type: none"><li>1. Speak respectfully to adults and peers</li><li>2. Use respectful words to resolve conflicts</li><li>3. Keep hands and feet to self in common areas</li></ol>
How will we teach the expected behavior?
<b>Tell why following the rule is important:</b> It is important to be respectful to your peers and adults in the school. Using words or actions to harass, tease, or bully another person is inappropriate and can hurt others physically or emotionally. Negative interactions in the school interfere with learning and can cause problems at school and in the community.
<b>List examples and non examples of the expected behaviors (at least three each):</b> Ask students to identify examples and not-examples of each part of the rule. Ask them to identify both and tell why it is a good or bad example of expected behavior. These are examples you might use:  <ol style="list-style-type: none"><li>a. <i>A positive example:</i> Joe bumped into Mary in the hallway and her books fell to the ground. She was upset because she would be late to class and started to call him names. Joe recognized that he was not paying attention and decided to apologize and help Mary pick up her books. His teacher gave him a positive referral and Mary thanked him for resolving the problem with respect.</li><li>b. <i>A non example:</i> Joe bumped into Mary in the hallway and her books fell to the ground. She was upset because she would be late to class and called Joe a “jerk”. Joe got angry and told Mary she was ugly and stupid. He walked away and Mary was late for class. Mary was mad and began to spread untrue rumors about Joe to her friends.</li></ol> Teachers should prompt students to (a) identify the problem, (b) think of one or more respectful solutions to the problem, (c) choose one of the solutions, (d) carry it out, and (e) evaluate the solution.
<b>Provide opportunities to practice and build fluency:</b>  <ol style="list-style-type: none"><li>1. Set aside a few minutes at the beginning of each period to practice the rule.</li><li>2. As the teacher models, have individual students demonstrate examples and non examples of following the rule (role play)</li><li>3. Tell students about the consequences for following and not following the rules.</li></ol>



<b><u>Behavior Expectations Lesson Schedule</u></b>	
<b>Week 1 (Sept 5)</b>	Basic Behavior Expectations, Classroom, Playground, Bus, Library, Zero Tolerance, and Substitute Teacher
<b>Week 2 (Sept 11)</b>	Repeat of Week 1
<b>Week 3 (Sept 18)</b>	Repeat of Weeks 1 & 2
<b>Week 4 (Sept 25)</b>	All Common Areas
<b>Week 5 (Oct 2)</b>	Cafeteria
<b>Week 6 (Oct 9)</b>	No lessons due because of 3-day week
<b>Week 7 (Oct 16)</b>	Playground
<b>Week 8 (Oct 23)</b>	Passing Areas
<b>Week 9 (Oct 30)</b>	Bathrooms
<b>Week 10 (Nov 6)</b>	No lessons due because of 3-day week
<b>Week 11 (Nov 13)</b>	Arrival and Dismissal
<b>Week 12 (Nov 20)</b>	No Lesson Due to Conferences and No School
<b>Week 13 (Nov 27)</b>	Bus Safety
<b>Week 14 (Dec 4)</b>	Common Instructional Areas and Library
<b>Week 15 (Dec 11)</b>	Special Events and Assemblies
<b>Week 16 (Dec 18)</b>	Lessons will resume after Winter Break
<b>Week 17 (Jan 02)</b>	Review Basic Behavior Expectations, Classroom, Playground, Bus, Library, Zero Tolerance, and Substitute Teacher
<b>Week 18 (Jan 8)</b>	Repeat of Week 1
<b>Week 19 (Jan 16)</b>	Repeat of Weeks 1 & 2
<b>Week 20 (Jan 22)</b>	All Common Areas
<b>Week 21 (Jan 30)</b>	Cafeteria
<b>Week 22 (Feb 5)</b>	Playground
<b>Week 23 (Feb 12)</b>	Passing Areas
<b>Week 24 (Feb 19)</b>	No lessons/3-day week
<b>Week 25 (Feb 26)</b>	Bathrooms
<b>Week 26 (Mar 5)</b>	Arrival and Dismissal
<b>Week 27 (Mar 12)</b>	Bus Safety
<b>Week 28 (Mar 19)</b>	Common Instructional Areas and Library
<b>March 26</b>	Lessons will resume after Spring Break
<b>Week 29 (Apr 2)</b>	Special Events & Assemblies
<b>Week 30 (Apr 9)</b>	Restricted Areas
<b>Week 31 (Apr 16)</b>	Zero Tolerance Behaviors
<b>April 23</b>	No lessons/Conferences
<b>Week 32 (Apr 30)</b>	<b>Lesson Review</b>
<b>Week 33-36</b>	Lesson Review



**Chapter 7: Schoolwide Reinforcement and Recognition Systems**  
**– Handout # 1**  
Issues Regarding Positive Reinforcement

***What you Always Wanted to Know About Praise and Rewards***

1. *Shouldn't children at this age already know what is expected of them and how to behave?*

- Behavior that is acknowledged is more likely to occur again. Behavior that is ignored is less likely to be repeated. No good behavior should be taken for granted, or it may decline.

2. *Praising feels unnatural and won't kids think that it is phony?*

- If you are not used to praising, it will feel unnatural at first. But the more you praise, the more natural it will feel. If you praise good behavior that truly has happened, there is nothing phony about it! Kids who get praise will tend to praise others too, so praise won't seem phony to them.

3. *Isn't praise manipulative and coercive?*

- The purpose of praise is to reinforce and increase positive behavior with the student's knowledge. Praise helps clearly describe expectations so that students can successfully meet them. Helping children succeed is a positive thing to do!

4. *Isn't giving a reward like bribing students to do what you want them to do?*

- A bribe attempts to influence or persuade someone to produce a desired behavior that hasn't yet happened, whereas a reward reinforces a desired behavior that has already happened. A reward is given after the behavior occurs.

5. *Won't students come to depend on tangible rewards? Don't extrinsic rewards decrease intrinsic motivation?*

- Tangible rewards should be accompanied by social rewards. When a message that recognizes a student's efforts as being responsible for success is given with a reward, internal motivation will actually be strengthened.

6. *Shouldn't rewards be saved for special achievements?*

- This gives students the message that every day behaviors and efforts don't count. Small steps on the way to achievement also need to be recognized and rewarded (such as homework completion).

7. *Where will I get enough money to supply all these rewards?*

- Tangible rewards need not be too expensive. As students learn the desired behavior, the tangible rewards can gradually be faded out. Rewards can be privileges too, such as being able to go to lunch first or getting extra computer time.

8. *Do students in middle school and high school still need rewards?*

- People of all ages, including adults need to be recognized and rewarded for their efforts. Students of all ages do need recognition, praise and rewards, particularly during the difficult transition to adolescence.

Adapted from:

Webster-Stratton, C. & Herbert M. (1994). *Troubled families- Problem children*. NY: John Wiley & Sons.

Chapter 7 – Handout # 2

**Provide Positive Feedback, Recognize and Reward Expected Behavior: The Plan for Lucky**

**Middle School**

Reward System	Individual Students	Whole Class	Whole School	Parents	Teachers/ Staff
1. Good news referral (student goes to the office to be recognized!)	X				X
2. Good news calls to home	X			X	
3. Teacher delivered good behavior tokens	X	X			
4. Positive teacher notes in student planner	X			X	
5. Student delivered good behavior tokens	X				
6. Value coupons (obtained from local businesses e.g., 2 for 1 movie ticket)	X			X	X
7. Activity coupons (e.g., extra recess)	X	X	X		X
8. Good behavior activities or trips	X	X	X		
9. Media recognition (e.g., loudspeaker, newsletters, newspaper)	X				
10. Post cards or self-management checklists sent home (see chapter 17)	X	X	X	X	X



Chapter 7 – Handout # 3

Please review the sample school tokens on the next page and then design your own .

**Checklist of Essential Components of a Whole School Recognition System**

Give a clear statement of the expected behavior (use the behavior expectations you developed in chapter 4).

- **Be Safe**
- **Be Respectful**
- **Be Responsible**

Designate all persons involved (e.g., teachers, staff, administrator, volunteers, others).

How and when will tokens be distributed?

Where will the tokens be turned in?

What “backup” incentives will be used?

How and where will you obtain back-up rewards?

When and where will drawings for “backup” incentives occur?

Who will conduct the drawings?

When will you review if the system is working?



	<b>Faubion Elementary</b> Date: _____
	Name: _____
	Has earned 50 Points
<b>50</b>	for being Respectful, Responsible and Safe.

**Handout 2: Rules and Expectations Grid**

“Play By The Rules”: Playground Rules and Expectations from the Systematic Supervision Program

Safe	Responsible	Respectful
<ul style="list-style-type: none"> <li>• Keep hands, feet, body, and objects to self</li> <li>• Stay in the designated area</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the directions of all adults the first time</li> <li>• Use equipment properly</li> <li>• Help others if they are in trouble</li> <li>• Take proper care the property of others, the school, and yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Use good/appropriate language</li> <li>• Follow game rules</li> <li>• Be a good sport</li> <li>• Line up and walk quietly to and from the playground</li> </ul>
<p>Report these things to an adult (supervisor, teacher, principal or other school staff person)</p> <ol style="list-style-type: none"> <li>1. When someone is doing something dangerous that may harm themselves or others (throwing rocks or sticks, smoking, using playground equipment in a dangerous manner, etc)</li> </ol>	<ol style="list-style-type: none"> <li>2. When someone gets hurt</li> <li>3. When someone is being mean to you or another student (bullying, threats, or teasing)</li> <li>4. When someone steals or vandalizes something</li> <li>5. When there is a fight</li> <li>6. When you see a stranger on or around the playground or school</li> </ol>	<ol style="list-style-type: none"> <li>7. When you find broken playground equipment</li> <li>8. When you see or find something that doesn't belong at school or on the playground (a broken bottle, a knife or other weapon, beer cans, sharp objects, like nails or needles, a cigarette lighter or matches, etc)</li> </ol>

**Handout 3: The 7 Features of Active Supervision**

	<b>Feature</b>	<b>Elements/Components</b>
1.	Movement	<ul style="list-style-type: none"> <li>a. Constant</li> <li>b. High rate</li> <li>c. Randomized</li> <li>d. Targets known problem areas</li> </ul>
2.	Scanning	<ul style="list-style-type: none"> <li>a. Constant</li> <li>b. Targets both appropriate and inappropriate behaviors</li> <li>c. Targets known problem areas</li> <li>d. Uses both visual and aural cues</li> <li>e. Increases opportunities for positive contact</li> </ul>
3.	Positive Contact	<ul style="list-style-type: none"> <li>a. Friendly, helpful, open demeanor</li> <li>b. Proactive, non-contingent</li> <li>c. High rate of delivery</li> </ul>
4.	Positive Reinforcement	<ul style="list-style-type: none"> <li>a. Immediate</li> <li>b. Contingent on behavior</li> <li>c. Consistent (with behavior and across staff)</li> <li>d. High rate</li> </ul>
5.	Instructional Responses	<ul style="list-style-type: none"> <li>a. Immediate</li> <li>b. Contingent on behavior</li> <li>c. Non-argumentative, non-critical</li> <li>d. Specific to behavior</li> <li>e. Systematic: correction, model, lead, test, and retest</li> <li>f. Consistent (with behavior and across staff)</li> </ul>
6.	Immediate and Contingent Delivery of Aversive Consequences (Punishers)	<ul style="list-style-type: none"> <li>a. Neutral, businesslike demeanor</li> <li>b. Non-argumentative, non-critical</li> <li>c. Consistent (with behavior and across staff)</li> <li>d. Fair: non-arbitrary</li> </ul>
7.	Team Directed Data-based Decision Making and Intervention Implementation	<ul style="list-style-type: none"> <li>a. Administrative buy-in and support</li> <li>b. Regular weekly meetings</li> <li>c. Intervention and behavior data collection and analysis</li> <li>d. Inter-staff participation and communication</li> <li>e. Part of a school-wide behavior support program</li> </ul>

**Correction Sequence Example** (from Smith, S. G., Wendt, A. F., Sprague, J., Carraway, N., and Marquez, B., (2004). *Systematic supervision: A multimedia training program*. On DVD and VHS. IRIS Media, Eugene, OR).

Here's how the 2-minute rule correction sequence works. Let's say the supervisor is in the hallway on her way out to recess and Billy comes blasting by. The school rule is "no running in the hallways." Here's what the supervisor should do.

She would say something (using a calm, respectful voice) like, "Hold on Billy. You are running. Tell me the rule about hallways? Usually Billy would tell her the rule, but if he either can't or won't, the supervisor would tell him the expectation and have him repeat it: "Oh yeah! Walk in the breezeways." The supervisor would then ask why ("Because it's Safe!") or remind them that it is a safety issue, connecting the rule to the "big idea" schoolwide rules.

Then the supervisor would ask Billy to go back a little distance and demonstrate walking or some other positive practice. This is a classic instructional consequence sequence. Total time for completion – about 1 minute or so.

Now, let's suppose the supervisor stops Billy and asks him what the rule is, to go back and walk, and Billy is passively defiant – just doesn't cooperate or comply - or perhaps overtly disrespectful saying something like, "Forget it you jerk," or "I'm not doing it!"

What does the supervisor do then? Well, let's take a look at the behavior. The supervisor is calm, reasonable, and respectful in confronting the problem behavior and interacting with Billy, and he reacts with refusal, non-compliance – ignoring the request or perhaps kind of socially withdrawing.

Or the student reacts by being overtly defiant, disrespectful, or confrontational. Either way, it's very clear that the supervisor don't have a "running in the hallway" problem and the supervisor is most likely not going to be able to correct the original behavior in two minutes or less, much less satisfactorily deal with the subsequent defiant behavior, without resorting to lengthy and extreme measures such as arguing, intimidation, or threats of punishment or direct punishment.

Billy is exhibiting "red flag" behavior that says he needs additional supports – the kind provided by the principal, dean, counselor, school psychologist, or other designated staff resources. Furthermore, this is a problem that should not be dealt with in the hallway or other common areas where there are other students present if at all possible.

Ok! Now think back to the first example of Billy in the breezeway. The supervisor stopped him and he was compliant – doing what the supervisor asked. What should take place now?

All too often that is the end of it as far as adults are concerned. But let's think about what just happened. The supervisor has "busted" Billy and he may angry or upset and probably embarrassed. Here is what it looks like: Billy is pulled them aside and busted for running when the rule is to walk. Now the supervisor asks him to stand there and tell the supervisor the rule and then to go back to show the supervisor how it should be done.

When students are compliant, supervisors need to acknowledge it! Remember, we are striving for a 4 to 1 ratio of positive interactions to negative or corrective interactions. This is the perfect time to finish this corrective consequence in a positive, reinforcing manner.

After Billy complies, the supervisor should tell him, "Thank you Billy. You showed a lot of character. I appreciate the way you respectfully followed directions. I am proud of you, you should be proud of yourself. Here's a bronco-buck for being so respectful!"

The supervisor should be sincere – if a behavior is important enough for her to consequence, it's flip-side is important enough for her to acknowledge. The acknowledgement should be designed to reward or reinforce student compliance and the positive practice of the expected behavior. Acknowledgement should include praise, perhaps a tangible (like a bronco-buck or a jolly rancher), pared with specific, positive, and sincere adult attention for appropriate behavior, and then further pared with a prompt to self-reinforce.

After all, what is our goal in terms of behavior for our students? It is to self-manage their own behavior. Some kids already do this – it will not hurt to acknowledge them anyway. The rest of the kids need our help and support to learn to successfully self-manage their behavior.

Any consequence that will successfully and effectively change behavior needs to be based on the positive support and acknowledgement of expected, appropriate behavior

(Smith, S. G., Wendt, A. F., Sprague, J., Carraway, N., and Marquez, B., (2004). *Systematic supervision: A multimedia training program*. On DVD and VHS. IRIS Media, Eugene, OR.

## Chapter 8 - Handout # 4- Supervision Planning Activity

### **Supervision Planning Activity**

- **Draw a map of your school's playground (or other common area if applicable)**
  - **Identify problem areas on that map**
  - **Draw out planned and purposeful movement patterns**
  - **Outline the reinforcement and correction strategies to be used**
  
  - **Discuss how you will train and support supervisors**
-

## Chapter 12: Preventive Interactions

### Handout #1

#### Scenarios

- Scenario 1: When you need to give directions, many students continue to work on their task and don't hear what you are saying. How would you deal with this situation?
  
- Scenario 2: One of your students often wanders around the room, bothering other students. You have asked her to sit down and mind her own business. She often ignores your requests and her peers are annoyed by her behavior. Describe how you would handle this situation.
  
- Scenario 3: Jose has become very upset and is bothering other students during seat work. How can you deal with this situation?

### **Attention Signal**

- Why: Reduce the need for repetition and avoid teacher confusion over compliance
- Teach students to listen respectfully to others.
- Use as a preventive tool for students with challenging behaviors.

### **Rules for Gaining Attention**

- Use an audible signal (e.g., wand, bell, tambourine, chimes)
- Use a simple consistent verbal cue:
  - *“May I have your attention please?”*
- Never begin a lesson without everyone’s attention.
- Notice students who attend immediately.
- Never call attention to the student who doesn’t attend.
- Make sure students attend during your entire directions.

### **Alpha and Beta Commands**

Definitions:

#### ALPHA Commands

- Minimal number of words
- Clear, concrete, and specific
- Business-like demeanor
- Reasonable amount of time for behavior to occur

#### BETA Commands

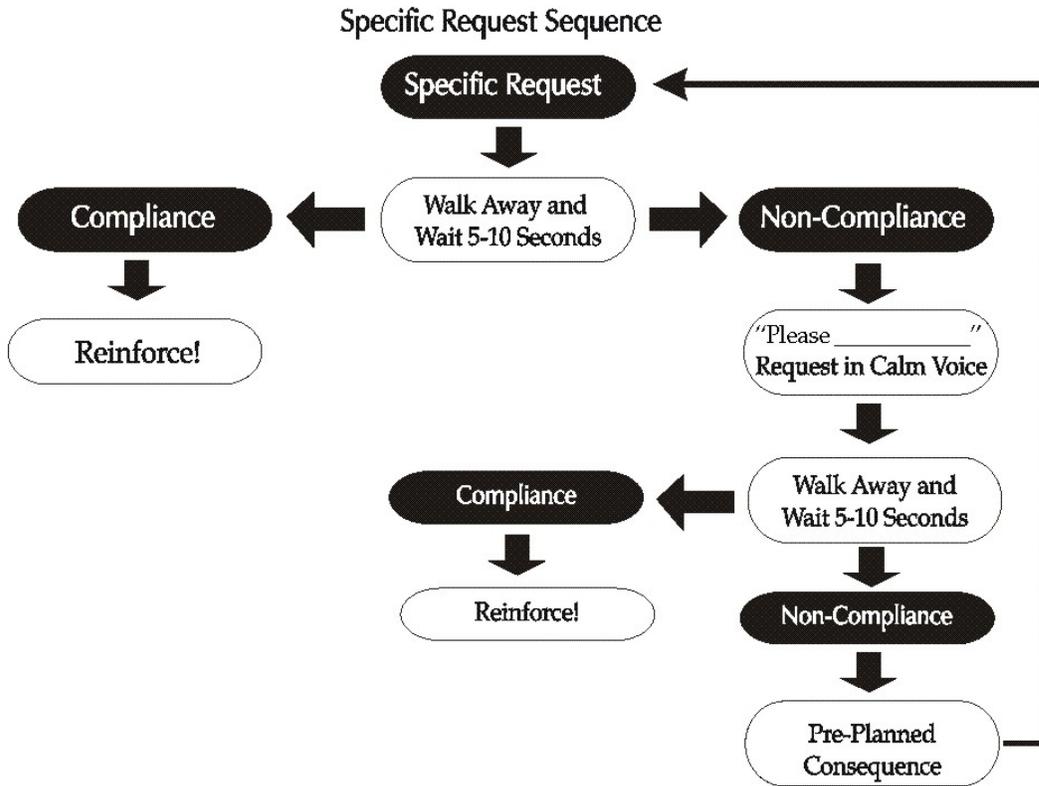
- Wordy
- Vague
- Often convey feelings of frustration or anger
- May contain many sets of directions

### Alpha – Beta Command Activity

- Get into groups of 2.
- One person is the teacher; the other person is the student.
- First, the teacher gives a beta command.
- Next, the teacher gives an alpha command for the same task.
- Discuss the differences in teacher and student behavior you observed.

Chapter 12 – Handout # 3

### Specific Request Sequence Flowchart



## Colvin's Approach to Defusing Escalation

If a student shows signs of escalation:

- Stop and think....
- Restate the expected behavior and bring other students on task.
- Recognize other students for acceptable behavior
- Speak privately, and acknowledge agitation calmly.
- Isolate, ignore, or offer support to the “escalating” student.
- Give the student a positive choice (e.g., “You can either get back to work or go to the office.”)
- Step away and give the student time to respond (“I will give you a chance to think about it.”), unless it is an emergency.
- If the student complies, recognize and acknowledge cooperation.
- If the student continues to escalate, implement the preplanned consequence school emergency procedures as appropriate (e.g., room clear, get other adults.