

Maximizing Instructional Time Through Positive Behavior Strategies

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Video Notes



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Video Notes Directions

- This guide supports the video presentation and provides you a copy of the PowerPoint slides used in the program. There are multiple segment breaks in the video that are included to allow time for you to process the information you have seen and heard.
- The slides that are associated with the segment breaks have reflection questions to consider during the interim period.
- It is advisable to print out all of the supplemental files for this program as resources to utilize during and after viewing.
- The follow-up activities should be completed and submitted to your professional development director for possible credit



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Remember When...

Share the following information with your partner:

- Your name
- Where you live
- What grade/subject you teach

Note the date on the penny and share an event that happened during that year.



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Positively Stated Name Tags

- Write a word or two that is positively stated which describes how you feel right now
- Do not write your real name
- Wear the name tag



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Positively Stated Rules

Think of three positively stated rules that support the Expectation "Be Respectful"



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Positively Stated Rules

Think of three positively stated rules that support the Expectation "Be Respectful":

- Pay Attention



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Positively Stated Rules

Think of three positively stated rules that support the Expectation "Be Respectful":

- Pay Attention
- Listen Attentively



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Positively Stated Rules

Think of three positively stated rules that support the Expectation "Be Respectful":

- Pay Attention
- Listen Attentively
- Talk in Turn



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Segment 1 is now finished— Intro

Please proceed with the activity.

Review your school referral data. What do the data tell you? If the data is not easily available, try to remember the number of times you have had to refer a student to the office in the past year.

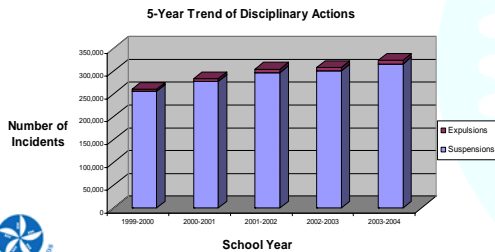
Continue to the next segment at the conclusion of the activity.



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Why Focus on Discipline in LA?

SIS data – 5-year trend



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Why Focus on Discipline in LA?

According to NAEP background survey administered 2003

- 44% of school officials reported that classroom misbehavior of 8th graders was a moderate or serious problem (**LA ranked 47 out of 51**)
- 19% of school officials reported that physical conflicts among 4th graders were a moderate or serious problem (**LA ranked 50 out of 51**)
- 26% of school officials reported that physical conflicts among 8th graders were a moderate or serious problem (**LA ranked 47 out of 51**)



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Why Create Change in LA?

- Louisiana ranked last in climate and culture according to the "Quality Counts 2004 Count Me In" Federal report
- 90% of appropriate behaviors go unnoticed by teachers
- At least 10 minutes of instructional time is lost per office referral by teachers
- At least 20 minutes is lost per office referral by administrators



"Quality Counts 2004," Education Week, January 2004.

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Why Focus on Discipline in LA?

2003 – Juvenile Justice Reform Act (1225)

79 of the 143 legislators coauthored this bill that was unanimously passed

“The legislature hereby finds and declares that:

- The good behavior and discipline of students are essential prerequisites for academic learning, the development of student character, and the general, as well as educational, socialization of children and youth.
- Bad behavior and lack of discipline in many schools of the state are impairing the quality of teaching, learning, character development, and, in some schools, are creating real and potential threats to school and public safety.”



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Goal:

To provide effective instructional strategies that will decrease inappropriate behavior in the classroom



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Objectives:

- Identify the components of School-Wide Positive Behavior Support (SWPBS) as an effective instructional strategy
- Using the components of PBS, incorporate instructional strategies at the classroom level
- Identify instructional strategies that are proven to be effective in decreasing inappropriate behavior



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Personal Reflection

PERSONAL REFLECTION	
CLASSROOM	SCHOOL-WIDE
1. List the expectations/rules	
2. What are the consequences for inappropriate behavior?	



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Counterpoint, 1988

"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... punish? ...teach?"

"Why can't we finish the last sentence as automatically as we do the others?"



John Herner (NASDE President) Counterpoint 1988, p.2

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Elements of School-wide PBS...

- Establish a team/faculty buy-in
- Establish a data-based decision-making system
- Modify discipline referral process/forms
- Establish behavioral expectations
- Teach/revisit expectations
- Create an incentive program
- Refine consequences
- Monitor, evaluate, and modify



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Segment 2 is now finished— What Is PBS?

Please proceed with the activity.

What incentives do you currently provide to all students in your classroom? What incentives are available to all students in your school?

Continue to the next segment at the conclusion of the activity.



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Behavioral Expectations



Be Respectful
Be Responsible
Be Positive
Be Safe



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Expectations for all areas of the campus were established

Bus Area Expected Behaviors		
Be Safe <ul style="list-style-type: none">• Remain in your seat.• Maintain low noise level.• Keep hands and feet to self.• Keep aisle clear.	Be Responsible <ul style="list-style-type: none">• Enter and exit the bus promptly.• Hold on securely.• Keep feet clear.• Report others properly.	Be Positive <ul style="list-style-type: none">• Smile.• Greet your driver.• Appreciate your driver.• Choose your positive attitude.



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Expectations for all areas of the campus were established



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INCENTIVES



• Short-term

- Denham dollars
 - Front of lunch line
 - Free hat/shoe
 - Free shirt/jeans
 - Remove a tardy
 - Remove a dress code
- Caught being good
 - Students nominate fellow students

• Long-term

- Fall fun day
 - Pizza
 - Skating
- Spring May day
 - Barbeque
 - Rock climbing slide
 - Cupcake walk
 - D.J.
 - Face painting
 - Softball game



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Incentives



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Segment 3 is now finished— School-Wide Expectations

Please proceed with the activity.

Determine the four behaviors that are most critical for student success in your building/school.

Continue to the next segment at the conclusion of the activity.



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Incentives



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Incentives



Fall Fun Day
 Pizza, drinks, skating
 (Skate Heaven), laser tag,
 music, video games.



Spring May Day
 The day will consist of
 special privileges such as
 field games, music, barbecue,
 face painting, etc.



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Segment 4 is now finished— Denham Dollars & Dates

Please proceed with the activity.

How could you use a token system to recognize students normally missed in the other incentive programs? What specific incentives could you provide that would excite students and not cost significant dollars to maintain?

Continue to the next segment at the conclusion of the activity.



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Minor vs. Major Infractions

• Minor infraction

Disobeying classroom or school expectations

- 1st Conference with student
- 2nd Alternative assignment/action plan
- 3rd Contact parent/guardian
- 4th Refer to office

• Major infraction

4th Minor infraction
Major offense



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Discipline Chart: Minor Offenses

Consequences for Minor and Major Infractions Handled by Office

MINOR OFFENSES	Warning	Recess Detention	Detention	Friday Clinic	Short-Term Suspension	Long-Term Suspension	Expulsion
Possession of beepers, pagers, or cell phones	Confiscated 1,2,3,4						
Possession of inappropriate personal items (CD players, playing/baseball cards, etc.)	Confiscated 1,2,3,4						



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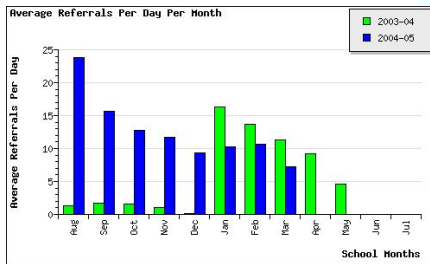
Discipline Chart: Major Offenses

MAJOR OFFENSES	Warning	Recess Detention	Detention	Friday Clinic	Short-Term Suspension	Long-Term Suspension	Expulsion
Alteration of grade reporting, medical excuses, school documents, etc.					X	X	
Assault and battery of school personnel							X
Breaking and entering school property						X	X
Buying/selling of personal items at school			X	X	X	X	X
Campus Disruption			X	X	X	X	X



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Minor Infractions

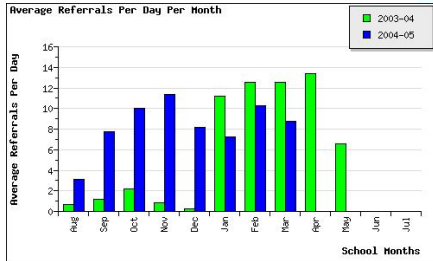


August to December of 2003-2004 show incomplete data



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Major Infractions



August to December of 2003-2004 show incomplete data



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Suspension Rate

2003-2004

Suspension

1st 9 weeks
76 students

2nd 9 weeks
102 students

3rd 9 weeks
115 students

2004-2005

Suspension

1st 9 weeks
24 students
(66.7% reduction)

2nd 9 weeks
35 students
(66.4% reduction)

3rd 9 weeks
38 students
(67% reduction)



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Average Number of Classroom Referrals/Day

2003 - 2004

Month	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April
# Days	21	22	15	15	17	18	23	10
# Referrals	89	78	48	56	36	54	51	20
Referral/day	4.23	3.55	3.20	3.73	2.12	3.00	2.22	2.00



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Average Number of Classroom Referrals/Day

2004 - 2005

Month	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April
# Days	17	20	17	13	19	18	18	
# Referrals	14	37	46	17	18	29	26	
Referral/day	.82	1.85	2.7	1.3	.95	1.6	1.44	



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Levels of PBS

- **School-wide**
intended for all students and staff; in specific settings and across campus
- **Classroom**
reflect school-wide expectations for student behavior, coupled with preplanned strategies applied within classrooms



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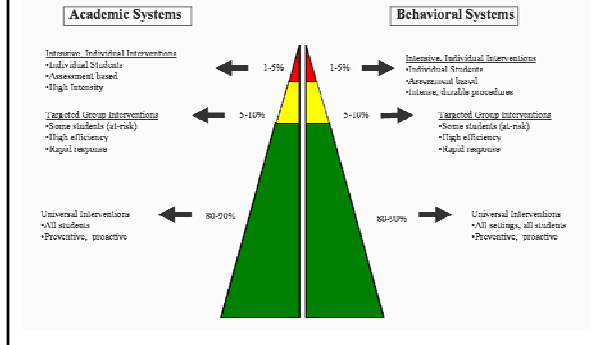
Levels of PBS

- **Targeted group**
address students who are at risk for school failure or display a chronic pattern of inappropriate behavior who do not respond to school wide interventions
- **Individual student**
reflect school-wide expectations for student behavior coupled with team-based strategies used with individual students based on child-centered behavior



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Designing School wide Systems for Student Success



Segment 5 is now finished— School-Wide Discipline

Please proceed with the activity.

Identify all the areas of your building/classroom within which students need written examples of what behavior looks like that meets the schools/classroom expectations.

Continue to the next segment at the conclusion of the activity.



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References

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Louisiana Department of Education

Sugai, George. University of Oregon

Wong, Harry, and Rosemary Wong.
The First Days of School. California:
Harry K. Wong, Publications, Inc., 1998

www.pbis.org



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Classroom Instructional Strategies

- Establish expectations, consequences, and incentives
- Create system to track classroom infractions
- Establish procedures to begin and end class
- Develop procedures to obtain student behavior



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How Are Expectations & Rules Different?

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



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Guidelines for Expectations

- Expected of all students and staff in all settings
- Select three to five behaviors
- State expectations in positive terms
- Expectations should be specific enough to be of assistance in generating rules for targeted settings



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Expectations vs. Rules

- Be considerate
- Be punctual
- Place food items in their proper containers
- Remain seated during instruction
- Use an inside voice
- Keep all four legs of your chair on the floor



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Procedures to Start Class

- Have an activity related to the lesson for students to complete while you are calling roll, taking lunch money, etc
- Daily routines should be established
- A materials list should be posted to help alleviate wasted time during transitions



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Procedures to End Class

- Always close the lesson by restating objectives or with a relevant activity
- Materials should be numbered and put up numerically by the students one to two minutes before the bell rings
- All trash is to be deposited in the trash can on the way out the door, not during instruction
- The teacher, not the bell, dismisses students with a key word or phrase



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Signals

- Screaming is not an effective instructional strategy. Use a signal to get students attention. For a signal to be effective you must station yourself in a visible, consistent area of the classroom
- A ripple effect will begin and the students will respond to your signals the more consistent you are in using them



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Recap

System to track classroom infractions

- Minor infraction log

Establish procedures to begin and end class

- Posted assignment to begin class
- Consistent daily routines

Procedures to maintain student behavior

- Signals



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Quotation

I've come to the 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 de-escalated and a child humanized or dehumanized.



Ginott, Child Psychologist and Teacher

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Segment 6 is now finished— Classroom Discipline

Please proceed with the activity.

Create an action plan for implementing a PBS program in your classroom.



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