Shifting the Way We Think:

Session 6:

Pillar 4-Positive Behavior Management
Shifting the Way We Think:

Session Outcomes:

Participants will be able to:

- Name the benefits of moving to positive approaches to behavior management
- Describe the key steps to implementing a positive behavioral management approach
- Self-assess knowledge, skill and readiness in regard to Pillar Four and identify possible next steps for implementing Pillar Four at your school
An Example...

What is your definition of “Tardy”?
Over 35 years of research has shown us that universally defined and articulated behavioral expectations has:

- significantly decreased behavioral issues
- increased time for teaching and learning

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Paradigm Shift

Moving from school culture that

- is set up to “catch” kids breaking the rules. (Punitive approach)

- to a culture that is set up to “catch” kids in positive behaviors. (Positive approach)

Robert March Ph.D.
Elements of a Positive Approach

- Proactive – emphasis on *prevention*
- Common approach to discipline
- Clearly defined behavior expectations
- Direct teaching of expected behavior
- Frequent celebrations for appropriate behavior
- Strategies for discouraging/preventing inappropriate behavior
- Misbehavior offers a “teachable moment” and is dealt with immediately in a positive way
PBIS Schools Report...

- an increase in attendance
- students view school as a more positive and calm environment
- teachers report a more positive and calm environment and relationship with students
- reduction in the proportion and number of behavioral disruptions
- an increase in academic performance

Key Indicators
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★ 3-5 agreed upon school-wide behavioral expectations
★ System to teach behavioral expectations to students
★ System to teach behavioral expectations to transfer students
★ Plan to celebrate student success
★ System to collect data on student behavior
★ Data used to make changes in school program
If you can predict it, you can prevent it!
What is PBS?
Five Steps

★ Define
Universally agreed upon set of expectations

★ Teach
Explicit instruction of expectations

★ Remind
Frequent Cues to elicit desired behavior

★ Correct
Positive Procedures to correct misbehavior

★ Celebrate
Positive ways to acknowledge behavior
Define

- Select 3-5 behavioral expectations
- State in positive terms (the preferred observable behavior)
- Only one “do not” allowed!
- Identify the contexts
<table>
<thead>
<tr>
<th>BE SAFE</th>
<th>BUSES</th>
<th>BUS STOPS</th>
<th>ARRIVAL &amp; DISMISSAL</th>
<th>BATHROOMS</th>
<th>LUNCHROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Stay seated at all times (back to back, bottom to seat, backpacks on lap)</td>
<td>1. Keep hands and feet to yourself</td>
<td>Arrival inside the school: 1. Go to designated areas promptly</td>
<td>1. Use facilities appropriately</td>
<td>1. Walk everywhere</td>
<td></td>
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<tr>
<td>2. Enter/exit carefully</td>
<td>2. Do not go into the street for any reason</td>
<td>2. Put belongings in correct places</td>
<td>2. Wash hands with soap</td>
<td>2. Stay seated</td>
<td></td>
</tr>
<tr>
<td>4. Keep hands, feet, objects to yourself</td>
<td>4. Get on and off only at your assigned stop</td>
<td>Dismissal: 1. Promptly exit assigned doors and walk directly home, to bus, or after school activity</td>
<td>4. Walk back to class</td>
<td>Be responsible for your own food items</td>
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<tr>
<td>5. Open windows to line only (do not put anything out the window)</td>
<td></td>
<td>2. Report to office if ride home is late</td>
<td>5. Use bathroom at appropriate times</td>
<td></td>
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<tr>
<td>6. Carry all backpacks on and off the bus (handles must be collapsed)</td>
<td></td>
<td>Mid-day Release: 1. Report to office for sign out</td>
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<tr>
<td>7. No open food or drink on the bus.</td>
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</tbody>
</table>

| BE RESPECTFUL | | | |
|----------------|----------------|------------------|------------------|------------------|
| 1. Take your seat quickly | 1. Respect the personal property of others | 1. Respond to patrols and adults | 1. Respect your privacy | 1. Inside voices |
| 2. Listen to the bus driver, patrols, and supervisors. | 2. Respect others as you board and exit the bus | 2. Use indoor voices when entering building. | 2. Give others privacy | 2. Follow directions |
| 3. Slide in and let others sit | | 3. Remove hats when entering school. | 3. Flush toilet after use | 3. Wait your turn in line |
| 4. Use kind words when speaking to others | | 4. Use kind words when speaking to others. | 4. Use one paper towel and put in trash | 4. Listen to lunchroom supervisors |
| | | 5. Respect personal space and belongings. | 5. Keep bathroom clean | 5. Use good table manners |
| | | | 6. Be silent | 6. Take turns washing tables |
| | | | | 7. Ask for bathroom privileges |

| BE PREPARED | | | |
|----------------|----------------|----------------|----------------|----------------|
| 1. Make sure to take all belongings with you when exiting the bus. | 1. Be at the bus stop on time | Arrival: 1. Arrive on time | 1. Be quick | 1. Bring your lunch |
| | 2. Line up single file safely while waiting to enter the bus at your assigned stop | 2. Have belongings in hand | 2. Observe time limits | 2. Bring your lunch and milk ticket |
| | | Dismissal: 1. Have all belongings ready to go. | | 4. Observe time limit |
• Behaviors must be taught in the context where you want them to occur

• Never assume that student know what your definition is—BE EXPLICIT!
Remind

- Prior to the expected behavior occurring, remind the students of the expectations
- “Pre-correct” often during the first days of implementation
- What are the visible signs of your new culture?
Correct

• Develop discipline procedures that flow out of the expectations

• Students should see the connection between consequences and the failure to “live up to expectations”
Celebrate!

• Reinforce positive behavior often !!
Self-Assessment