

Behavior Basics

Tier 1 Behavior Strategies

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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

State Board of Education Goals

FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1

All
Students
Proficient
and Showing
Growth in All
Assessed
Areas



2

Every
Student
Graduates
from High
School and
is Ready for
College and
Career



3

Every
Child Has
Access
to a High-
Quality Early
Childhood
Program



4

Every
School Has
Effective
Teachers and
Leaders



5

Every
Community
Effectively
Uses a
World-Class
Data System
to Improve
Student
Outcomes



6

Every
School and
District is
Rated “C” or
Higher



Session Goals

Review the steps and strategies for Schoolwide Positive Behavior Support for addressing

- Schoolwide behaviors
- Classroom behaviors
- Individual behaviors



Our Vision of a Well-behaved Class



Sometimes...



Expectations for Schoolwide Behavior



Schoolwide Positive Behavior Support

Steps:

1. Create a schoolwide purpose statement that clearly establishes schoolwide behavioral goals
2. Identify behavioral expectations and provide examples for clear understanding
3. Provide direct instruction and modeling for respectful behavior

Schoolwide Positive Behavior Support

Steps:

4. Acknowledge when expected behaviors are exhibited
5. Establish and utilize consistent strategies for dealing with undesired behaviors
6. Adapt structure and supervision to appropriately respond to behavioral issues

<http://blog.brookespublishing.com/7-steps-to-successful-schoolwide-positive-behavior-support/>

Create a Schoolwide Purpose Statement

- Short, positive statement that includes staff and students
- Articulates the ultimate goal of your behavior plan
- Use it as ongoing guidance

*Example: Sweet Valley High is a community of learners.
We are all here to learn and grow and become good
citizens who contribute to our community.*

Identify Expectations and Provide Clear Examples

Identify 3-5 simple phrases that state your behavioral expectations

*Example: At Sweet Valley High we will be **respectful** and honor all people and their ideas. We will be **responsible** and use our time wisely to complete assigned tasks. We will be **safe** and keep ourselves and others from harm.*

Identify Expectations and Provide Clear Examples

Schoolwide Positive Behavior Support

- Provide clear examples and expectations
- Discuss, practice, and model these expectations

Mountain View Elementary School is a community of learners. We are all here to learn, grow, and become good citizens.			
	Respect self	Respect others	Respect property
Hallways	Walk quietly. Stay in self-space. Stay right and face forward.		
Cafeteria	Stay seated. Stay in self-space. Use inside voices. Keep clean.		
Playground	Be safe. Take turns and share. Stay in safe area. Report problems.		
Bathrooms	Keep clean. Report problems. Flush toilet and wash hands.		
Bus room Busses	Stay seated. Stay in self-space. Use inside voices. Stay packed.		
Assemblies	Listen quietly. Stay in self-space. Stay seated.		

Acknowledge Positive Behaviors

Activity: Turn and Talk

- With a partner near you, create a list of methods you have used with success to acknowledge positive behaviors
- Divide your list into two lists (free and those that have some type of costs associated with them)

Establish and Utilize Consistent Strategies

Determine who should deal with specific behaviors and how they should be dealt with

- Running in the hall – teacher – on the spot verbal correction
- Fighting – administrator – referral to the office, parent notification



Expectations for Classroom Behavior

Essentials for Successful Classroom Management

1. Set clear, high expectations
2. Hold students accountable for their behavior
3. Make yourself a presence in their lives
4. Model respect and create an environment of mutual respect
5. Handle discipline issues and allow for reflection
6. Be aware of student “baggage” and make your classroom a safe zone
7. Design engaging lessons
8. Wrap it up



Set 3 – 5 Clear, High Expectations

Classroom expectation/rules can be

- Specific
- General

Determination for types of expectations/rules is based on:

- Teacher comfort
- Class dynamics

Specific Classroom Expectations

1. Speak at an appropriate level (partner, group or presentation)
2. Turn assignments in on time and as directed
3. Snacks are permitted during snack time
4. Always walk

Provide clear understanding of expectations for given situations and will require practice.

General Classroom Expectations

1. Treat others with respect
2. Take care of our supplies and equipment
3. Practice safety at all times
4. Work to your highest ability

These types of rules will require class discussion and practice in given scenarios.

Set Clear, High Expectations

Can be

- Teacher generated
- Student generated

Should be

- clear and concise
- Limited to 3-5



Discussion

- What types of rules/expectations do you or have you used?
Why?

Provide Direct Instruction for Respectful Behavior

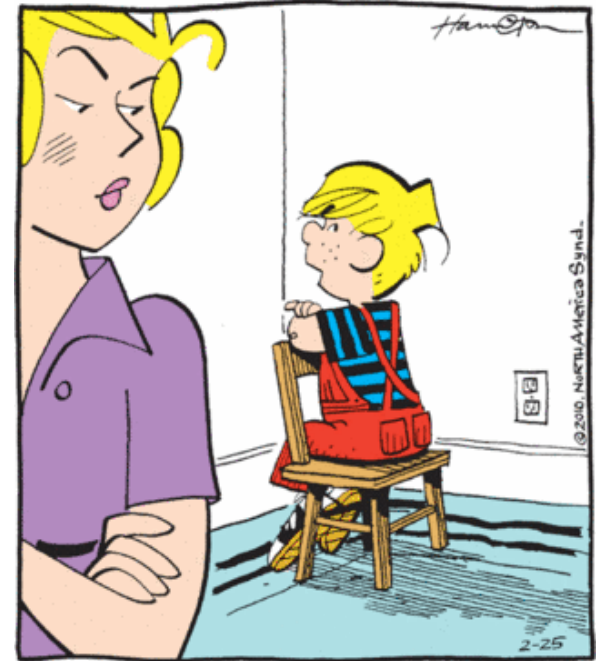
Possible instruction

1. Introduce the expectation and give a rationale (emphasize one expectation a week for the first weeks of school)
2. Provide clear examples of expected and undesired behaviors
3. Model desired behaviors (set an example, role-play, etc.)
4. Provide frequent reminders for expected behaviors (“Remember the 4 cafeteria expectations.”)

Hold Students Accountable

Inform students of and provide feedback for

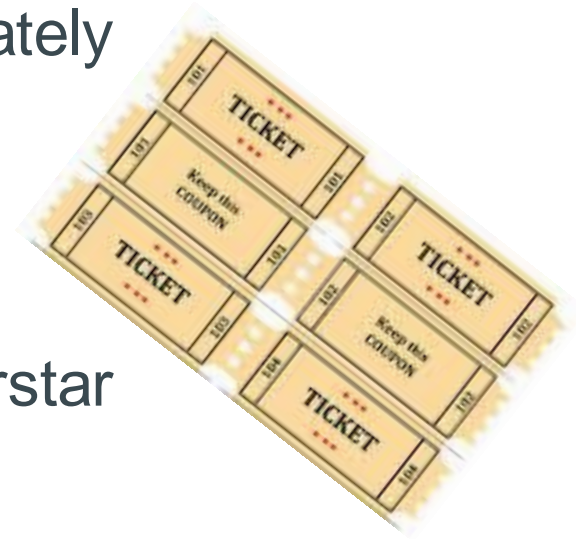
- Positive consequences (positive reward systems - individual and class, more opportunities to learn)
- Negative consequences (time out from recess, notes/phone calls home)



"WOULDN'T IT BE EASIER JUST TO TELL ME WHAT I CAN DO?"

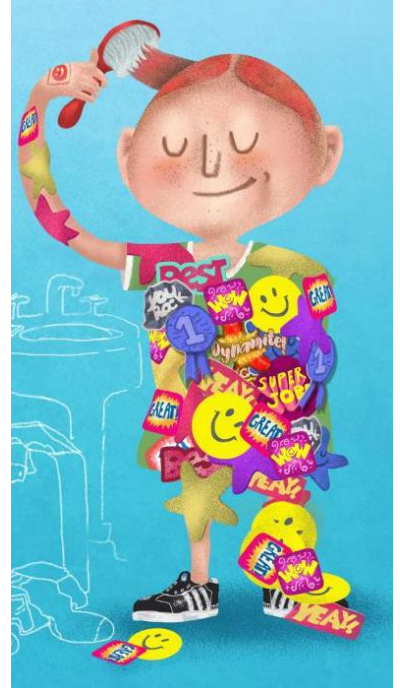
Acknowledge When Expected Behaviors are Exhibited

- Provide specific genuine praise immediately
- Use reward tokens or tickets
- Public recognition (announcement, principal's chair, positive behavior superstar showcase)
- Special social opportunities (lunch with the principal or a friend)



Reward Systems

Making them work for your style, class, and budget



To Reward or Not to Reward

- Keep in mind: good behavior is a reward unto itself and builds self-respect and confidence
- Consider utilizing both intrinsic rewards and extrinsic rewards
- Work towards the ultimate goal of creating a classroom where students are learning and where they enjoy being a part of

Setting Up a Reward System

1. Set up achievable and measurable class goals
2. Define how the reward system will be used – student understanding is key
3. Explain why you gave a reward
4. Give students a voice to adjust as needed
5. Lessen the rewards over time

Positive Supports for Classroom Behavior

- Use positive verbal and non-verbal feedback
- Vary the types (smile, nod, high five, etc.)
- Keep in mind that the intrinsic value for rewards is building internally and is supported by the extrinsic values



Positive Supports for Classroom Behavior

Group/table charts

- Immediate acknowledgement
- Long term reward
- Groups and individuals work towards the goal



Positive Supports for Classroom Behavior

Chain Link

- Immediate acknowledgement
- Long term reward
- Group and individuals work towards the goal



Positive Supports for Classroom Behavior

Marble Jar

- Audio
- Always visible
- Immediate acknowledgement
- Long term reward
- Group and individuals work towards the goal



Positive Supports for Classroom Behavior

Blurt beans

- Supports individuals working towards a class goal
- Long term reward
- Always visible
- Flexible rewards



Positive Supports for Classroom Behavior

Personal or Class Behavior Charts

- Supports individuals working towards a personal/class goal
- Personal reminders
- Visual
- Physical action required



Positive Supports for Classroom Behavior

Behavior Bucks

- Supports individuals working towards personal goals
- Immediate acknowledgement
- Long term reward



Class
COUPONS

Establish, Teach and Rehearse Procedures

Students need opportunities to practice expected behaviors

- Whole class time
- Group time
- Partner work
- Hallway
- Cafeteria



Essential Step in Classroom Management

Adapt structure and supervision to appropriately respond to behavioral issues

- Design structured routines and arrangements that support positive behaviors
- Determine settings where problematic behaviors occur and provide frequent teacher/student interactions and increase teacher/student visibility
- Utilize precorrection strategies to review positive expectations and reinforcers

Essential Component in Classroom Management

Develop many ways to acknowledge expected behaviors
(catch students being good)

- Praise should be specific, genuine and immediate
- Reward tokens can be a physical acknowledgement
- Public recognition when appropriate and appreciated

Individual

Behavior Plans



Adapt Structure and Supervision for Behavioral Issues

Determine situations that pose higher risks to behavioral issues

- Time of day – early morning, after recess, dismissal time
- School location – cafeteria, hallway, bathroom



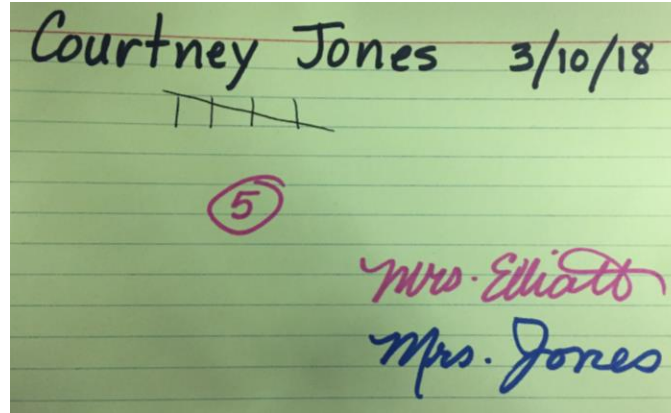
Adapt Structure and Supervision for Behavioral Issues

- Develop, teach, and reinforce routines to assist student navigation through possible triggers
- Increase adult supervision
- Use precorrection strategies

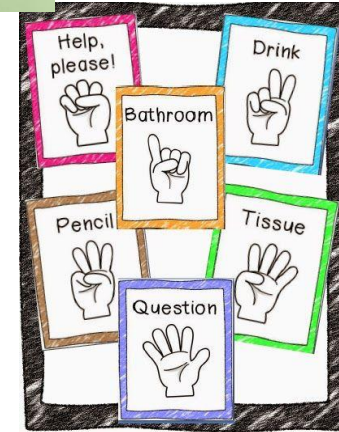


Individual Behavior Supports

- Tally card
- Loops
- Hand signals



These types of behavior interventions require follow-up with brief teacher student conferences and home school connection communication



Student Intervention Supports

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