Behavior Basics

Tier 1 Behavior Strategies

2019

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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 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.
• Provide clear examples and expectations

• Discuss, practice, and model these expectations

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**Schoolwide Positive Behavior Support**

Mountain View Elementary School is a community of learners. We are all here to learn, grow, and become good citizens.

<table>
<thead>
<tr>
<th></th>
<th>Respect self</th>
<th>Respect others</th>
<th>Respect property</th>
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<tbody>
<tr>
<td><strong>Hallways</strong></td>
<td></td>
<td>Walk quietly.</td>
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<td></td>
<td>Stay in self-space.</td>
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<td>Stay right and face forward.</td>
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<td><strong>Cafeteria</strong></td>
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<td>Stay seated.</td>
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<td>Stay in self-space.</td>
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<td>Use inside voices.</td>
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<td></td>
<td>Keep clean.</td>
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<td><strong>Playground</strong></td>
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<td>Be safe.</td>
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<td>Take turns and share.</td>
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<td>Stay in safe area.</td>
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<td>Report problems.</td>
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<td><strong>Bathrooms</strong></td>
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<td>Keep clean.</td>
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<td>Report problems.</td>
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<td>Flush toilet and wash hands.</td>
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<td><strong>Bus room Busses</strong></td>
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<td>Stay seated.</td>
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<td>Stay in self-space.</td>
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<td>Use inside voices.</td>
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<td>Stay packed.</td>
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<td><strong>Assemblies</strong></td>
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<td>Listen quietly.</td>
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<td>Stay in self-space.</td>
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<td></td>
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<td>Stay seated.</td>
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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
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
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 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)
Acknowledging expected behaviors when they 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
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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