

Improving School Climate and Student Discipline: Implementing Effective PBIS Systems in Early Childhood Education Programs and K-12 Schools

Day 4

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Agenda for Universal Team Training Day 4

1. Welcome and Preview the Day
2. Recognition Systems
3. Determining Outcomes and Strategies for Evaluating Teaching and Recognition Plans
4. Summarizing and Evaluation Teaching and Recognition Plans
5. Team Action Planning

Steps for Implementing Universal Systems in PBIS-NH

14. Develop **procedures** to **recognize students** when they **exhibit the expected behaviors** in the setting/context that is **aligned with the teaching plan.**

Rationale for Recognition

- Behavior is likely to recur only if demonstrating it has been beneficial
- This is particularly true when it is new and when it is designed to replace an existing problem behavior
- Internalization is goal – but first step is to get behavior practiced; it must become habit

Recognizing Students for Following Program or Schoolwide Expectations

- A plan needs to be created to recognize students when they exhibit the the program or schoolwide expectations that have been taught

The Recognition Plan

- Needs to address how students will be recognized when they exhibit key behaviors
- Needs to target priority behaviors from teaching plan
- Needs to include specific praise
- Needs to be “visible”
- Needs to be faded over time
- Needs periodic boosters/ redesign to stay fresh
- Does not have to give students toys, food, or other items of monetary value
- Does not have to include raffles
- Should not target one group of students over another

Provide Positive Contacts

Smith & Sprague (2004)

- Be friendly and helpful in general
- Constantly smile and wave at students as you move and scan
- Be proactive
- Provide at high rate
- Short in duration (5-10 seconds)
- Non-conditional for specific behaviors
- Delivered mostly to groups not individuals



Positively Recognize Expected Behavior

- Provide specific, verbal recognition using words from the teaching matrix
- Provide recognition at a 4:1 ratio or better of positive to corrective contacts
- Provide recognition as quickly after the expected behavior as possible
- Focus positive recognition on problem routines
- Recognize at many students as possible
- Provide additional recognition based on your program/schoolwide plan

Recognition Systems

Muscott & Mann (2006)

- Step 1: Specific verbal praise paired with visible acknowledgement given at high rates.
- Step 2: Specific verbal praise paired with visible acknowledgement given intermittently.
- Step 3: On-going random verbal praise connected to broad expectations and designed to enhance climate and
Highly visible periodic “attention grabbing: celebrations of success

Long-term Thinking about Recognition

Mann & Muscott (2005)

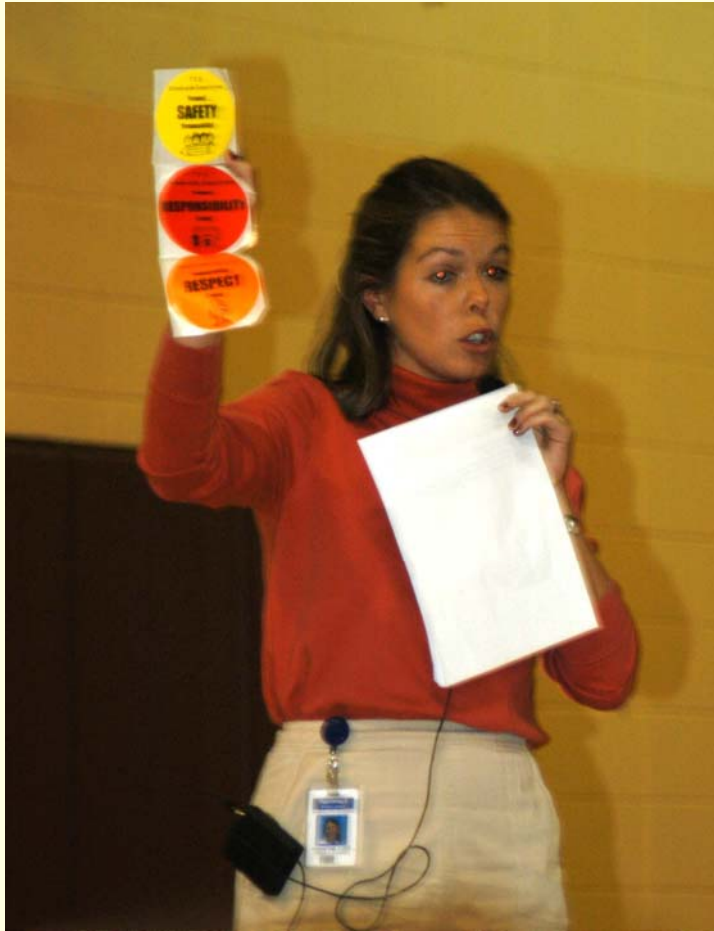
- 1) **Effective recognition systems use a tangible component (something beyond being heard) and use genuine and specific acknowledgement**
- 2) **Recognition System is embedded in culture through GENERAL practices, but *maintained* through specific and targeted practices**
- 3) **Use data to hone-in on specific problems to improve (behaviors / areas / individuals / times of day....)**
- 4) **When targeting for improvement, start with teaching, practice and *then* high frequency recognition**
 - plan to reduce to intermittent tangible**
 - plan to reduce to social praise**
 - plan to result with celebration of new fluency!**

Long-term Thinking about Recognition

Mann & Muscott (2005)

- 5) Remember to boost (renew high frequency recognition of the desired behavior) when behavior hasn't reached desired fluency level**
- 6) Identify criteria for success when targeting for improvement!**
- 7) Regularly infuse new ideas or new themes (keep it fresh)**

Recognizing Positive Behavior at Thorntons Ferry and South Londonderry Elementary Schools



Kingswood HS

Burn'm" Method

Use “Home Work Passes” to recognize students that have “2 Feet in the Door.”

The pass is randomly presented to students that meet the criteria.

When presented to the issuing teacher, this pass allows the student to “turn-in” an assignment that might otherwise not be accepted for various reasons (i.e., late).

Combating Resistance to Recognition Systems Mann & Muscott, 2005

“I am not going to reward a child for doing what they are supposed to be doing”

- Use terms Acknowledge, Recognize, or Notice rather than “reward”
- Adults respond to ‘incentives’ and positive recognition, too – even for things that they are supposed to be doing (bonuses for advanced education; sick day incentives; administrative acknowledgement)

Combating Resistance to Recognition Systems Mann & Muscott, 2005

“I want kids to behave because it’s the right thing to do, it should come from within rather than from *bribing*”

- When children *practice* problem behavior at high rates, we NEED to encourage *practice* of desired behavior.
- *Instruction, followed by practice and recognition* are likely to increase the frequency (or practice) of desired behavior (this is the SCIENCE OF TEACHING and it works academically AND behaviorally)
- Punishment discourages problem behavior (disincentive) by making it beneficial to avoid problem behavior. Reinforcement encourages positive behavior (incentive) by making it beneficial to choose positive behavior. Both methods are contrived to externally influence behavior. If one is OK, the other should be, too.

SW Recognition Planning Matrix

Muscott & Mann (2006)

1. In which strategic location will the behaviors be recognized?
2. What specific behaviors will be recognized in that location?
3. What is the visible acknowledgement?
4. How often should it be given?
5. Who will be recognizing the students?
6. When should the recognition start?
7. When should the next step begin?
8. What, if anything, happens to the visible recognition after it is earned?
9. How will we ensure that staff practice giving out recognition prior to implementation?
10. How will we know staff is implementing according to the plan?
11. Are there any special circumstances?



Evaluating SW Recognition Plans

Muscott & Mann (2006)

- This checklist contains 16 key activities that occur prior to, during and after implementing the schoolwide recognition plan.



Recognition Plan Activity

- Who: Universal Team
- What: Complete the Schoolwide Recognition Planning Chart based on what has already been planned.
- Timeframe: 40 minutes
- Report Out: Volunteer Teams – 10 minutes

Steps for Implementing Universal Systems in PBIS-NH

15. Establish **outcomes** and a strategy for **evaluating** the **effectiveness** of the **initial teaching and recognition plan** and use the **feedback** to **inform** the development of the **next teaching plan**



Steps for Implementing Universal Systems in PBIS-NH

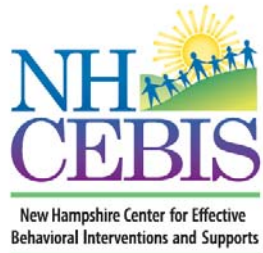
15 a. **Identify** short-term outcomes and the data collection strategy that will be used

1. What will **success look like**?

15 b. **Identify a strategy for gathering information** from faculty, students and families about the teaching plan

1. How will we know it was **implemented with fidelity**?

2. How will we know how **people felt** about it?

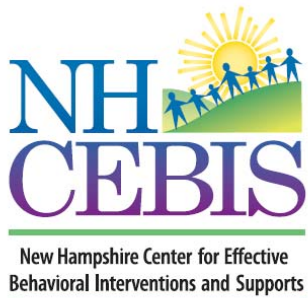


Steps for Implementing Universal Systems in PBIS-NH

16. Following the plan, **teach** all the students the expected behaviors in location.

Steps for Implementing Universal Systems in PBIS-NH

17. Collect, summarize and analyze the data to monitor the effectiveness of the teaching plan.



Steps for Implementing Universal Systems in PBIS-NH

- 17 a. Gather, summarize and analyze the data on student outcomes
 - 1 How will we know if it worked?
- 17 b. Collect, summarize and analyze data on fidelity of implementation.
 1. How will we know it was implemented with fidelity?
- 17c. Collect, summarize and analyze feedback about the teaching plan from faculty, administration, families and students (as appropriate).
 1. How did people feel about it?

The Profile Middle/High School Team Reviews Data



Summarizing and Interpreting Data Using Standards

- After teaching and recognizing, the data collected is summarized and analyze in relation to a standard or target criteria
- Then answer the question: Is there a discrepancy between your desired outcome and the results of your assessment?

Summarizing and Interpreting Data Using Standards

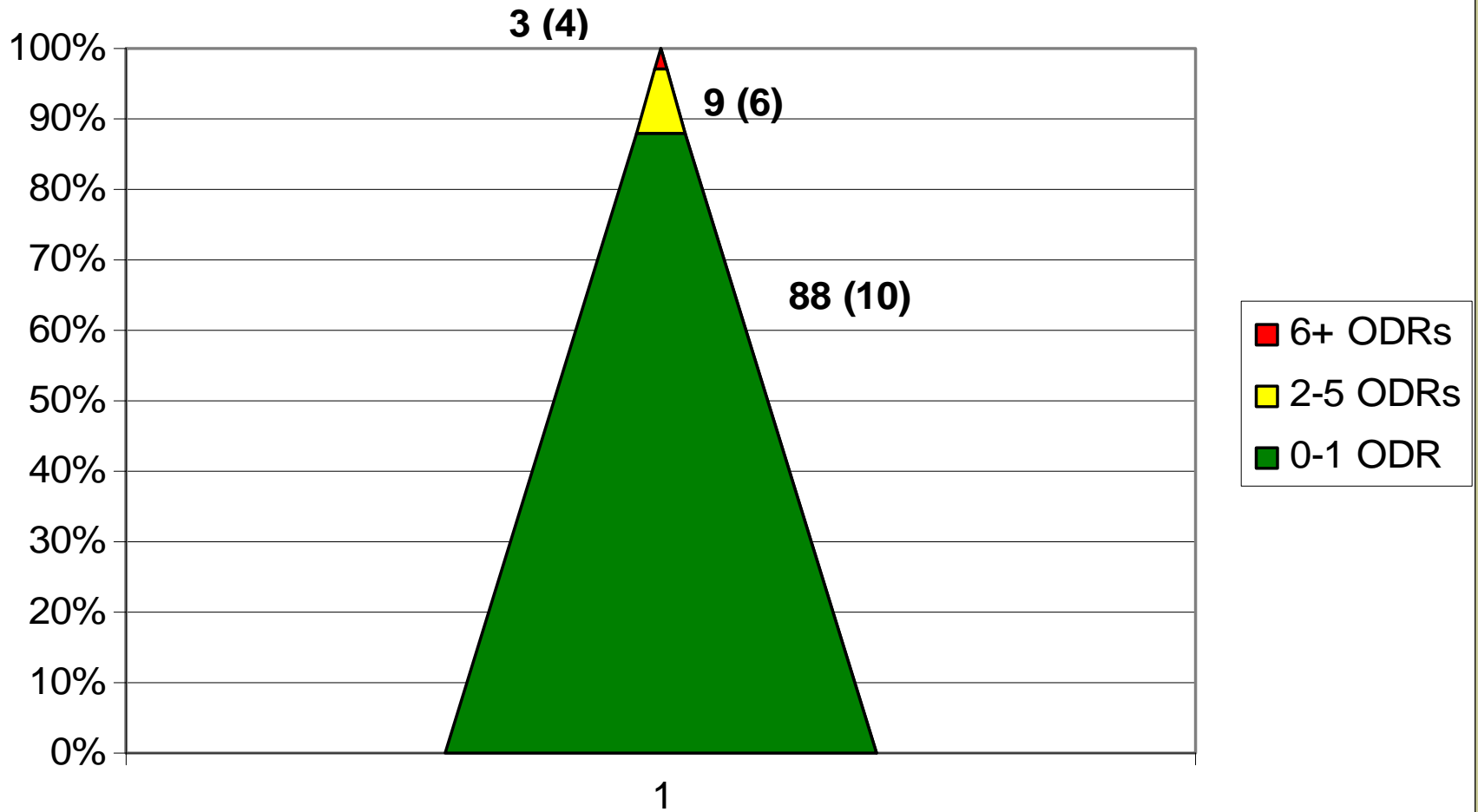
- What standards are you using and where are you getting them from?

SWIS summary 04-05 (Majors Only)

1210 schools: 595,742 students

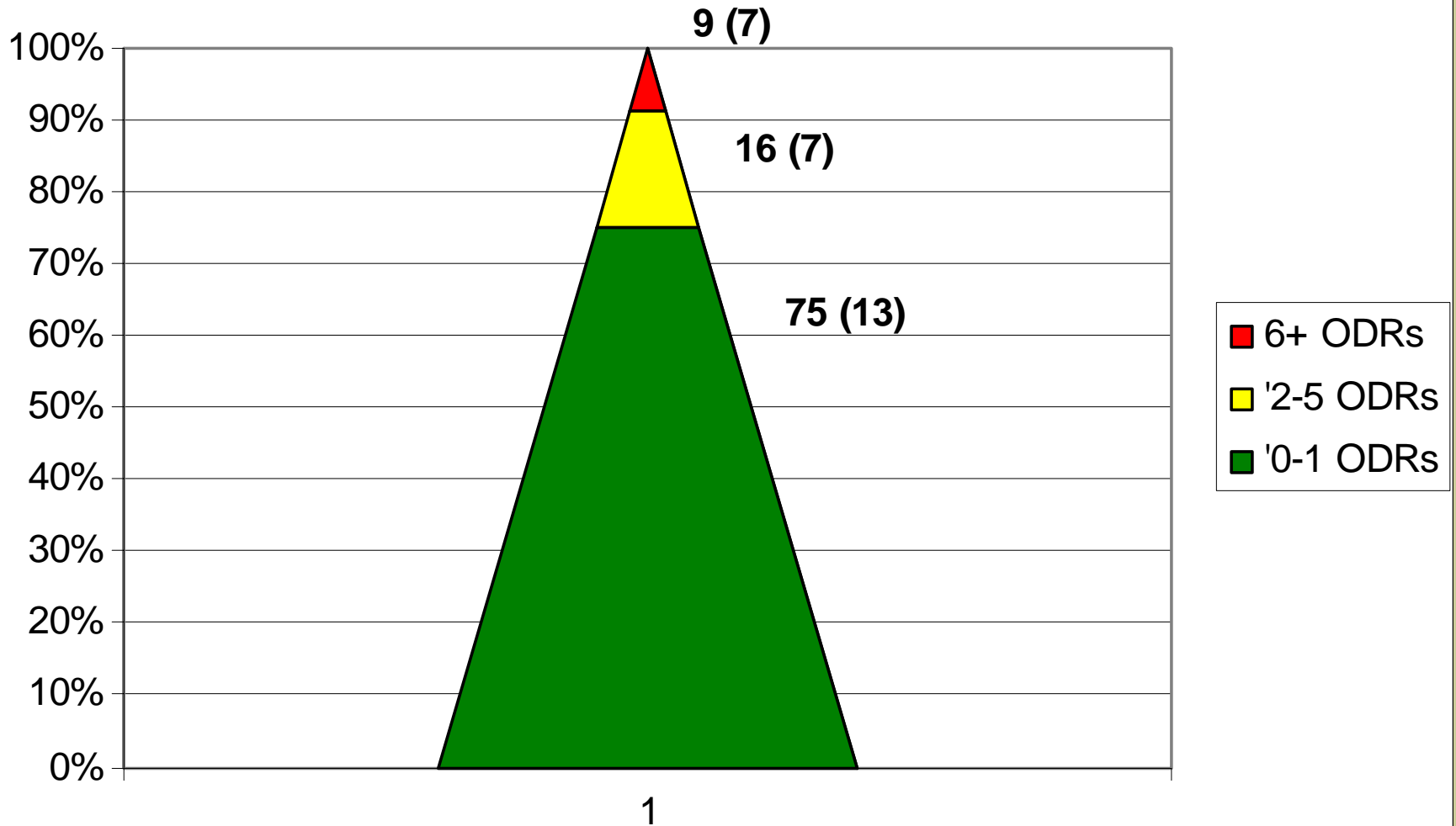
Grade Range	Number of Schools	Number of Students	Mean ODRs per 100 per school day
K-6	673	292,021 Mean = 434	.39 (sd=.43)
6-9	255	170,700 Mean = 669	.96 (sd=.72)
9-12	67	62,244 Mean = 929	1.28 (sd=1.32)
K-(8-12)	167	65,862 Mean = 394	.88 (sd=.96)
Alt/JJ	48	3,915 Mean = 82	11.89 (9.03)

Mean Percentage of Students by Major ODR rate 04-05 673 schools Grades K-6 (292,021 students)



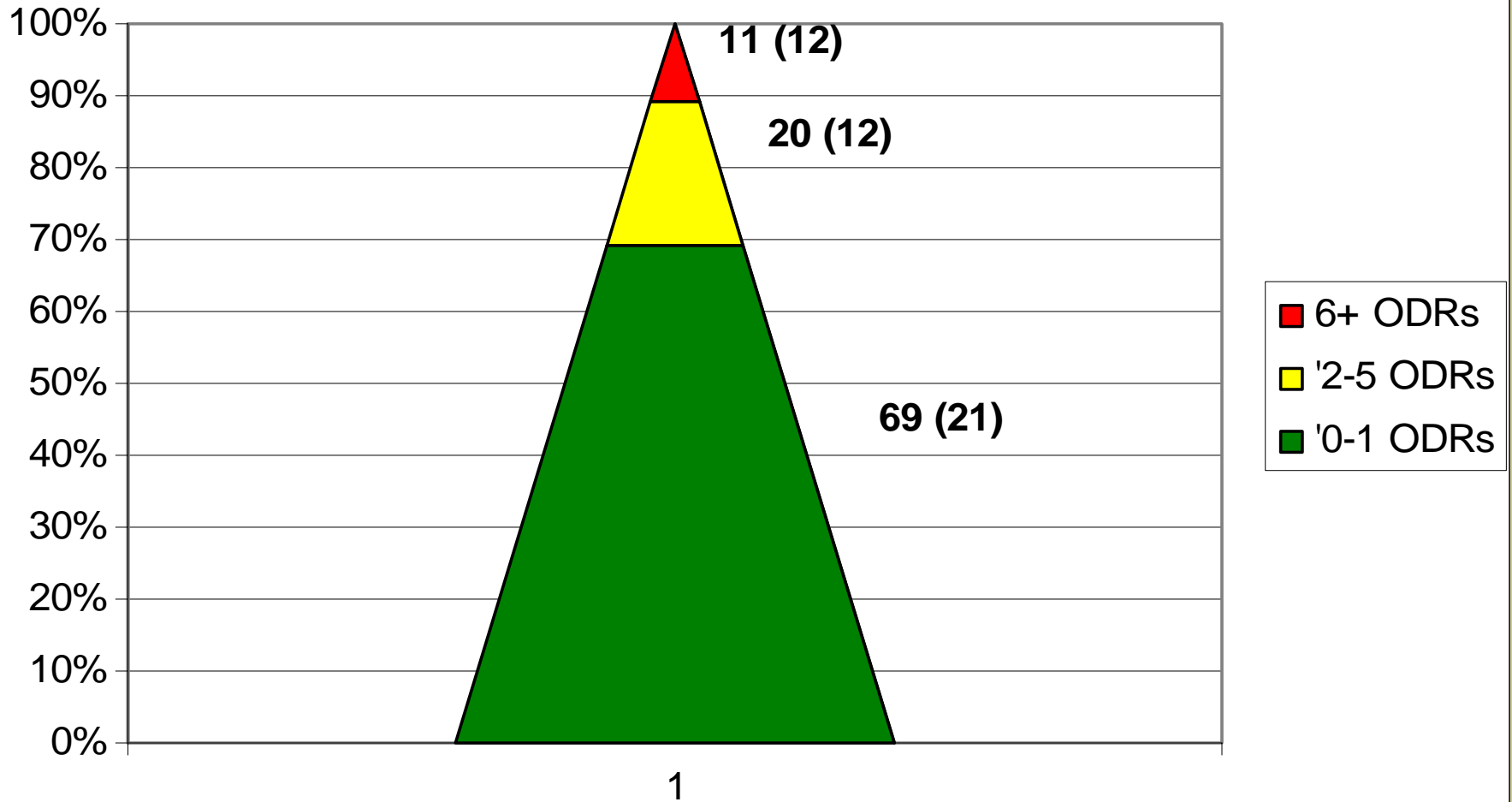
Mean Percentage of Students by Major ODRs 04-05

255 schools, Grades 6-9 (170,700 students)



Mean Percentage of Students by Major ODRs 04-05

67 schools, Grades 9-12 (62,244 students)



Evaluating the Results

Sugai, Todd, Lewis-Palmer, Hagan-Burke

- *All's well*
 - What can we eliminate?
 - How can we make current activities more efficient?
 - What needs to be addressed next?
- *So-So*
 - What is and is not working?
 - What can we do to increase the efficiency, effectiveness, or relevance of what we are doing?
- *Not well*
 - What is and is not working?
 - What can we do to improve what we are currently doing?

Questions to Ask When Improvement Isn't Sufficient

- Do we need to firm up the current approaches or do something different?
 - Maintain/Modify/Change Course
- What's the smallest change we could make to produce the largest possible effect?
- What type of change do we need?
 - (Re)Teaching/Acknowledging/Discouraging
- How will we know if we have been successful?
 - Data and Timeframe
- Who will implement? By When?
- How will we inform faculty, students, families?

Moving from Broad Outcomes and Questions to Intervention and Assessment

General Outcome: Reduce Problem Behavior

Questions: Where is the problem behavior most prevalent in school?

What types of problems are they?

When do they occur?

Data: Disrespect in the cafeteria and mostly during 5th and 6th grade lunch periods.

Specific Objective with criteria: Reduce number of problem behavior referrals from the cafeteria by 10% this year.

Teaching: What should the teaching and recognition focus on?

Assessment: How would we know if it's working?

From Broad Outcomes to Specific Objectives Activity

- Who: Universal Team
- What: First, develop one broad outcome for student behavior for the school year. Then, review the data sources you have brought today and refine the broad outcome into a specific objective with criteria for success and a completion date that will enable you to assess whether or not you have achieved success.
- Timeframe: 30 minutes
- Report Out: Write your objective on chart paper and post it.

Steps for Implementing Universal Systems in PBIS-NH

18. Develop subsequent teaching and recognition plans to address all locations or routines based on the previously outlined steps.

Steps for Implementing Universal Systems in PBIS-NH

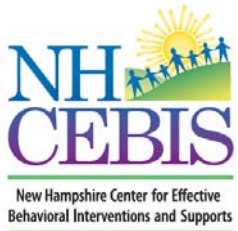
19. Continue to use **data-based decision making for on-going monitoring and assessment** of the impact of the program on students, staff and families.

Steps for Implementing Universal Systems in PBIS-NH

20. Continue to provide **on-going** opportunities for **communication** and **feedback** regarding the program with **faculty, families, students** (as appropriate) **and administration.**

Activity: Family Communication and PBIS

- Given the development of your program or schoolwide behavioral system:
 - 1) What are the features that are essential for all families to know?
 - 2) What can/should families members ask their child when they return home from school?
 - 3) How can families can support the school-wide program at home?
 - 4) How can the school support families to participate?
- Now:
 - 1) Plan how you will communicate the above to ALL families with the outcome that all families understand
 - 1) Think triangle



Steps for Implementing Universal Systems in PBIS-NH

21. Design an activity to
celebrate success.

PBIS Premise: Celebrate Successes

- Regularly engage in celebratory activities especially when success criteria is achieved and fluency is achieved by students
 - Improves school climate
 - Strategically plan to infuse culture with energy and excitement about learning
- Celebrate staff success

Reinforcement Celebration at Mastricola Elementary School





New Hampshire Center for Effective
Behavioral Interventions and Supports

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