DIGGING DEEPER

Creating Positive Learning Environments for Alternative Settings
AGENDA

• Early implementation of SWPBIS and features of successful school programs
• Digging Deeper: Tools to support student achievement
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Centennial School

- Provides individualized services in a safe, nurturing, supportive, and affirming environment.
- Aims to help students achieve to the best of their abilities, the skills necessary for success in traditional school environments and the community at large.
- Assists in the preparation of aspiring special education teachers and related personnel.
EARLY IMPLEMENTATION OF SWPBIS

Survey and Trouble Shooting
## EBS Survey

### (SW portion only)

**EBS Self-Assessment Survey version 2.0**  
**August 2003**  
©2000 Sugai, Horner & Todd,  
Educational and Community Supports

### GOOGLE DOCS LINK:

https://docs.google.com/document/d/11tA_mhTC0pj4m4SBzWy5vbEQVCIPI3EFHn0-9iUCgcQ/edit?usp=sharing

### Current Status

<table>
<thead>
<tr>
<th>Feature</th>
<th>Priority for Improvement</th>
<th>In Place</th>
<th>Partial in Place</th>
<th>Not in Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A small number (e.g. 3-5) of positively &amp; clearly stated student expectations or rules are defined.</td>
<td>High</td>
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<td>2. Expected student behaviors are taught directly.</td>
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<td>3. Expected student behaviors are rewarded regularly.</td>
<td>Low</td>
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<tr>
<td>4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.</td>
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<td>5. Consequences for problem behaviors are defined clearly.</td>
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<td>6. Distinctions between office v. classroom managed problem behaviors are clear.</td>
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<td>7. Options exist to allow classroom instruction to continue when problem behavior occurs.</td>
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<td>8. Procedures are in place to address emergency/dangerous situations.</td>
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<td>9. A team exists for behavior support planning &amp; problem solving.</td>
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<td>10. School administrator is an active participant on the behavior support team.</td>
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<td>11. Data on problem behavior patterns are collected and summarized within an on-going system.</td>
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<td>12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).</td>
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<td>13. School has formal strategies for informing families about expected student behaviors at school.</td>
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<td>14. Booster training activities for students are developed, modified, &amp; conducted based on school data.</td>
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<tr>
<td>15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.</td>
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<tr>
<td>16. All staff are involved directly and/or indirectly in school-wide interventions.</td>
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<td>17. The school team has access to on-going training and support from district personnel.</td>
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<tr>
<td>18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.</td>
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</table>
Trouble Shooting

• Identify
  • What worked well last year
  • What worked not so well last year
  • Top 3 priorities for this upcoming school year

• Post and share
EARLY IMPLEMENTATION OF SWPBIS

Successful School Programs
Successful School Programs

• Have clear rules
• Teach students alternative responses to misbehavior
• Deter violent behavior with clear consequences
• Use data to make decisions
• Emphasize academics

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Positive Language
Positive Language

• “Error correction by teachers can have a large impact on a student’s motivation and future responses.” M. George
The Important Role of Language

- Our language affects students’ sense of identity.
- Our language influences our relationship with students and influences how students view other students.
- Our language provides encouragement and point out students’ strengths ... or needs.
Kids Do Well If They Can...

• If we are to expect changes and growth from our students, we in turn must change ourselves, our beliefs, and teaching practices.
Positive Language

• Creates a conducive learning environment
• Builds rapport with students
• Reinforces both academic and social behaviors
• Models appropriate interactions
• Because nice matters
Effective Teacher Commands

- Are brief
- Are delivered one task or objective at a time
- Are given in a matter-of-fact, businesslike tone
- Are stated as *directives* rather than questions
- Avoid long explanations or justifications
- Give the student a reasonable amount of time to comply
Effective Error Correction

• When correcting errors:
  • Phrase redirections positively (e.g., “I’m looking for the equipment to stay flat on the table.”)
  • Avoid the stops, no’s, don’ts
  • Instead use Please, Thank you, I like the way
  • Reinforce and model for students how to use positive language when interacting with peers
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Classroom Structures and Routines
Classroom Structures and Routines

“Clear expectations for student behavior during otherwise unstructured time periods are critical for students’ success.” M. George

Centennial School of Lehigh University Handbook, 2014.
Classroom Structures and Routines

• Post agendas and review with class
  • Example:
    1. Expectations
    2. Math warm-up
    3. Lesson on Improper Fractions
    4. Ind. Practice
    5. Closure and Point Sheets

• Come back to agenda throughout lesson
• If possible, provide choice of work order and develop agenda together
Classroom Structures and Routines

- Procedures at buses
- Entry / Morning routine
- Lining up
- Restroom breaks
- How to request help
- How to transition from one activity to another
- How to signal the need for a break / take time
- How to participate in discussion
- When to sharpen pencils
- How to organize desk / work space
- Movement around the room
- Recess / Lunch routine
- Going Home / Homework
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Student Expectations
Student Expectations

• An effective SWPBIS practice includes expectations with a small number of clearly and positively stated expectations or rules.
• Each of the expectations is defined according to the specific setting.
• Expectations are reinforced through praise and token economy tickets.

Take 5 Expectations

- Be There
- Be Ready
- Be Responsible
- Be Respectful
- Maintain Personal Space
- Follow Directions
Reviewing and Teaching Expectations

• Set the expectations for the lesson or activity
• Use clear, concise language
• Word positively
• Teach - telling them what they can do
• Re-state and go over before transitions, new activities, subject changes
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Point Sheets
Classroom Structures and Routines

- Post agendas and review with class
- Example:
  1. Expectations
  2. Math warm-up
  3. Lesson on Improper Fractions
  4. Ind. Practice

Come back to agenda throughout lesson
- If possible, provide choice of work order and develop agenda together

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### Centennial School Daily Point Sheet / High School Progress Report

**To “Earn Day” Must Earn Each Goal Area Based On Step:** 18/22 = 80% (Steps 1 & 2) / 19/22 = 85% (Step 3) / 20/22 = 90% (Steps 4 & Transition)

<table>
<thead>
<tr>
<th>Work Completed (Y/N)</th>
<th>Open Rm. 26</th>
<th>Rdg. Rm. 26</th>
<th>L.A Rm. 26</th>
<th>Break Rm. 26</th>
<th>Math Rm. 26</th>
<th>Current Events/Gym Comp. Lab</th>
<th>Lunch Rm. 26</th>
<th>Career Dev. Rm. 30</th>
<th>Social Issues Rm. 26</th>
<th>Study Hall Rm. 26</th>
<th>Close Rm. 26</th>
<th>Total Pts/All</th>
<th>Total %</th>
</tr>
</thead>
</table>

**Behavioral Goals**

1. Be There, Be Ready
2. Be Responsible
3. Be Respectful
4. Keep Hands & Feet to Self
5. Follow Directions

Did I use an Anger Management Strategy when I was upset? Y/N

- **Problem Solving Opportunities**

**Bonus/Self Management Points (Max. 10 per period)**

**Teacher Initials**

---

**Key**

<table>
<thead>
<tr>
<th>2</th>
<th>1</th>
<th>0</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets Expectations</td>
<td>Close To Expectations</td>
<td>Below Expectations</td>
<td>Not Measured</td>
</tr>
</tbody>
</table>

**Teacher Comments:**

---

*Bonus Points end of day goal: 10 Bonus Points = 100% or all 2’s / 5 Bonus Points = meets criteria based on Sep (80%-99%) #Each Ticket = 2 Bonus Points/write total value not total # of tickets*

---

**Homework Tonight?: YES or NO (Subject(s) Circled Above) / Date Due:**

**Teacher Signature:**

**Parent Comments:**

**Parent Signature:**
Point Sheet Functions

- Identifying expectations
- Teaching expectations
- Practicing pro-social behavior
- Reviewing rules
- Reinforcing new skills
- Self-monitoring tool
- Tracking of token economy
- Communicating with families
**Centennial School Daily Point Sheet / High School Progress Report**

**To "Earn Day" Must Earn Each Goal Area Based On Step: 18/22 = 80%(Steps 1 & 2) / 19/22 = 85%(Step 3) / 20/22 = 90%(Steps 4 & Transition)**

<table>
<thead>
<tr>
<th>Missing Work (Y/N)</th>
<th><strong>Behavioral Goals</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>HR Rm. 29</td>
</tr>
<tr>
<td>1. Be There, Be Ready</td>
<td>2</td>
</tr>
<tr>
<td>2. Be Responsible</td>
<td>2</td>
</tr>
<tr>
<td>3. Be Respectful</td>
<td>2</td>
</tr>
<tr>
<td>4. Personal Space</td>
<td>2</td>
</tr>
<tr>
<td>5. Follow Directions</td>
<td>2</td>
</tr>
<tr>
<td>Did I use an Anger Management Strategy when I was upset? Y/N</td>
<td>N</td>
</tr>
<tr>
<td>Problem Solving Opportunities</td>
<td>N</td>
</tr>
<tr>
<td>Time Owed</td>
<td>N</td>
</tr>
</tbody>
</table>

**Bonus/Self Management Points (Max. 10 per period):**

Teacher Initials: [Signature]

*Bonus Points end of day per goal: 10 Bonus Points = 100% or all 22/22 Bonus Points = meets criteria based on Step (80%-99%)

#Each Ticket = 2 Bonus Points/write total value not total # of tickets

**Key**

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**Daily Progress Report**

Excellent job making your day! Have a wonderful 3-day weekend!

*Teacher Comments:*

Homework Tonight?: **YES** or **NO** (Subject(s) Circled Above) / Date Due: [Date]

Parent Comments: On the way home Monday we saw a [Street sign for "Picketts Charge". Was it that Civil War?]
Overall Daily Percentage - March 2014

3/12/14 Began new gym intervention and check-in-check-out process in the morning
5th Grader
Overall Daily Percentage

Additional opportunities to problem-solve; early identification of triggers
3rd Marking Period 2013-2014

- Be there be ready: January 95%, February 83%, March 94%
- Be responsible: January 82%, February 74%, March 82%
- Be respectful: January 84%, February 77%, March 89%
- Keep hands & feet to self: January 86%, February 80%, March 83%
- Follow directions: January 83%, February 75%, March 84%
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Active Engagement
Learning By Doing: Active Engagement

"That was an awesome worksheet," said no student ever.
Explicit Instruction

• Explicit Instruction: Teachers make clear to students the following:
  • Instructional objectives
  • Expectations
  • Content

• Superior to less explicit forms of instruction (i.e., discovery learning)

• Critical when teaching:
  • Social skills
  • Self-control skills
  • Other behavioral skills, especially those involving covert behaviors
Avoid Recitation

“Who can tell me...?”

“Who knows the answer to...?”
Processing Strategy: **Look, Lean, Whisper**

1. **Look:** Make eye contact with your partner.

2. **Lean:** Move heads closer to hear each other.

3. **Whisper:** Use a soft tone so others are not distracted.

*Archer & Gleason, 1994*
Types of Student Responses

• Oral Group responses (choral)
  - students are looking at teacher
  - students are looking at their own text/paper

• Oral Partner responses
  - management: look-lean-whisper
  - review content: tell-help-check
  - brainstorm: think-pair-share

• Oral Individual responses
  - Have students share answers with partners, then call on a student.
  - Ask a question, give silence signal, provide think time, then call on a student.

• Individual responses (written)
  - keep short
  - turn paper/put pencil down to indicate completion
  - graphic organizers

• Physical responses
  - act out
  - hand signals/body movements
  - response cards

Anita Archer
Types of Active Engagement

- Physical responses
- Written responses
- Individual oral responses
- Paired partner responses
- Group oral responses
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Managing Low-Level Misbehaviors
Managing Low Level Misbehavior

1. Begin with positives
2. Build rapport, nurture rapport
3. Review setting & activity specific expectations
4. Go to the “good model”
5. Remind student of the expectations - use proximity
6. Request student to “Take Time” - use a strategy
7. Request student to go to “Problem Solving” - take consistent action
Begin with Positives

- Start with each students’ unique set of strengths
- Model positive language and positive interactions
- Make classroom a place where students want to be and learn
- Catch kids being good
- Provide specific verbal praise and public attention
Build & Nurture Rapport

People don't care how much you know until they know how much you care.

John C. Maxwell

• Get to know your students’ interests and lives outside of school
• Check in with students regularly
• Have genuine interactions
The Good Model

• Issue a public praise statement recognizing students who are exhibiting desired behavior

• When the off-task students begin exhibiting appropriate behaviors, follow up quickly with praise.

Example: “Great job Ethan and Kierra sitting quietly and having your eyes facing forward!”
Reminder of Expectations & Proximity

- Provide whole-class reminders of expectations stated positively
  - “Remember - I’m looking for materials to be flat on your desk.”
- For off-task students, increase proximity to help cue-in or use non-verbal cues
- Issue private reminders of expectations stated in a neutral voice tone
Request to Take a Break

- For students who may become frustrated with work or peers:
  - Allow them to take a brief break by putting their head down at desk
- Teach when they might need breaks
  - Awareness of triggers
  - How to ask for a break
  - What to be thinking about during the break
  - How to return from break
- Positively reinforce appropriate break taking
Taking Time

• Model - Direct instruction same as academics
• Demonstrate
• Role-play
• Clarify thought process
• Use examples and non-examples
Taking Time

1. I feel _______________________.
   (emotion or physical feeling)

2. I need to take time.

3. May I go _________ for _______________?
   (place)    (amount of time)
Directing Students to Take Time

- Privately direct the student to take time
- Indicate when you’ll know that he or she is ready to rejoin the activity
- Reinforce
  - Praise students for taking time appropriately
- Reflect on point sheet
Alternative Coping Strategies

- Move seat
- Take deep breaths
- Ignore others and focus on yourself
- Raise hand to ask for help
- Take a brief walk
- Use positive self-talk
- Talk with an adult
- Schedule a counseling appointment
- Follow student’s IEP
Problem Solving

When taking time or other coping strategies do not work and the behavior is so disruptive others cannot learn, it is time to direct students to a specific area for problem solving and creating an action plan.
Problem Solving

• Effective when:
  • Viewed as instructional
  • Skills are taught
  • Student participates in creating the plan
  • Action plan is implemented by all team members
  • New skills are prompted, recognized and reinforced

• Ineffective when:
  • Viewed as punishment
  • Skills are assumed
  • Teacher dictates the plan to student
  • Action plan is inconsistently implemented by team members
  • New skills are expected, but not acknowledged
The Problem Solving Model

1. Problem identification
2. Prevention
3. Plan
4. Commitment

Adapted from Glasser (1965)
Problem Identification

• Student will:
  • Identify the issue that resulted in misbehavior
  • Review the rules the govern the behavior
  • Take responsibility for the behaviors

• Staff will:
  • Emphasize conformance with sensible rules
  • Encourage student to recognize and abide by the rules
# CENTENNIAL SCHOOL DETAILED BEHAVIOR REPORT

**Student:** ___________________________  
**Date:** ___________________________

**Referring Teacher:** ___________________________  
**Time of Referral:** ___________________________

<table>
<thead>
<tr>
<th>Location:</th>
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<tbody>
<tr>
<td></td>
<td>Class</td>
<td>Gym</td>
<td>Hall</td>
<td>Bus</td>
<td>Other:</td>
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**Environmental context when problem behavior occurs:**  

- [ ] Group work
- [ ] Individual work
- [ ] Other: ________

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<tr>
<th>Type of Activity:</th>
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<tr>
<td></td>
<td>Lecture</td>
<td>Seatwork</td>
<td>Leisure</td>
<td>Transition</td>
<td>Discussion</td>
<td>Other:</td>
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**Immediate Antecedent:**  

- [ ] Teacher direction
- [ ] Presentation of task
- [ ] Peer teasing
- [ ] Teacher feedback
- [ ] Other: ________

**Reason(s) for Referral:**

- [ ] Continued classroom disruption
- [ ] Misuse of objects
- [ ] Threats to peers/staff
- [ ] Refusal to follow direction
- [ ] Verbal abuse
- [ ] Physical aggression
- [ ] Leaving area
- [ ] Bullying / Victim: ________
- [ ] Other ________

**Description of behavior:**

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**Perceived Function:**  

- [ ] Attention
- [ ] Escape
- [ ] Obtain tangible
- [ ] Other (describe): ________
Prevention

• Student will:
  • Articulate a replacement behavior he could have emitted to have avoided the problem in the first place and that will help prevent similar problems in the future.

• Staff will:
  • Prompt student to articulate replacement behavior
  • “What could you have done to avoid the problem?”
Creating Meaningful Action Plans

- Develop specific action steps
- Emphasize incompatibility of action steps and the inappropriate behavior
- Communicate the positive value of the action steps
  - “Why should I?”
- Troubleshoot action steps or consequences that may trigger a negative reaction
  - Lower point earnings
  - Not “Making Day”
  - Not earning contract
**Student Response:**

---

**What changes could you make so that this wouldn’t happen again?**

---

**What changes could your teachers make so that this wouldn’t happen again?**

---

**Action Plan:**

- Review expectations
- Practice anger management strategy
- Practice “taking time” in class
- Role play alternative behavior
- Review +/- choices
- Restore environment
- Complete work (specify)
- Schedule meeting
- Contact parent
- Initiate staffing
- Participate in in-school study
- Receive suspension from school

---

**Student:**

---

**Staff:**

---

**Time of Reentry:**

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Revised 01/2013

White – Homeroom Teachers

Yellow – Coordinator
CENTENNIAL SCHOOL DETAILED BEHAVIOR REPORT

Student: Ashley
Referring Teacher: Mr. James
Date: 6/5/14
Time of Referral: 8:08

Location: ☐ Class ☐ Gym ☐ Hall ☐ Bus ☐ Other: ___________

Environmental context when problem behavior occurs: ☐ Group work ☐ Individual work ☐ Other: ________

Type of Activity: ☐ Lecture ☐ Seatwork ☐ Leisure ☐ Transition ☐ Discussion ☐ Other: ___________

Immediate Antecedent: ☐ Teacher direction ☐ Presentation of task ☐ Peer teasing ☐ Teacher feedback ☐ Other: _______

Reason(s) for Referral:
☐ Continued classroom disruption ☐ Misuse of objects ☐ Threats to peers/staff
☐ Refusal to follow direction ☐ Verbal abuse ☐ Physical aggression
☐ Leaving area ☐ Bullying/Victim: ____________ ☐ Other: ____________

Description of behavior: Ashley was swearing numerous times. When redirected to use appropriate language, Ashley refused. Ashley then told Mr. 6, "Shut the fuck up!"
Ashley was asked to "Problem Solve" in Miss Wolfe's office

Perceived Function: ☐ Attention ☐ Escape ☐ Obtain tangible ☐ Other (describe): ____________
Student Response: "I don't care if I earn points!"

What changes could you make so that this wouldn't happen again? (Ignore peers)

What changes could your teachers make so that this wouldn't happen again? (I don't know)

Action Plan:

- Review expectations
- Practice anger management strategy
- Practice "taking time" in class
- Role play alternative behavior
- Review +/- choices
- Restore environment
- Complete work (specify)
- Schedule meeting
- Contact parent
- Initiate staffing
- Participate in in-school study
- Receive suspension from school

* Follow directions the 1st time given
* Use anger management strategies when angry
* Ignore peers who are acting inappropriately
* Complete your own/missing work
* Have a short time with your friends, enjoy that time

Student: Ashley

Staff: Brian

Time of Reentry: 8:15
Commitment

• Students will:
  • Commit to a personal plan and follow through with the plan.

• Students will:
  • Prompt, “Are you willing to do this?”
  • Ensure that the student is calm and can repeat orally the plan that is developed.
Problem Solving Practice

• Rodger was referred for problem solving for continual disruption including yelling/cursing and peer provocation (bordering on bullying). Rodger completes the problem solving process in a quick and prescriptive manner and returns to class. Upon returning to the classroom, Rodger walks in and says, “Yo! I’m back bitches.”

• You have referred a student to the library to problem solve. The student leaves the room, yet does not report to the library. You find the student seated and calm in the hall. They appear to be ready, yet they are not where you have asked them to be.

• You’ve made it through the bulk of the problem solving process. You get to the action plan and explain to the student that there will be missing work due to being out of class. The student states, “I’m not signing that. I wouldn’t have missing work if the damn teacher didn’t send me out.”

• In your small group reading instruction, one student continues to speak over and interrupt both the teacher and other students. You’ve gone to the good model and asked the student to take time, but the interrupting and disrespectful comments continue.
Are There Consequences?

• Natural consequences
• Loss of privileges
  • Stepping back
  • Quiet break times
• Exclusion from classroom and peers
• In-School Study/Room clears
• After-School Study
• Suspension
• Parent communication
• IEP team meetings
DIGGING DEEPER

Emergency Procedures
EMERGENCY PROCEDURES

Emergency Procedures for Administrative Staff

Police involvement when a situation is NOT UNDER CONTROL:

When: Assaults involving weapons
       Physical assaults with injuries
       Property damage and destruction in progress
       Students who are engaging in the above acts are not responding to oral commands and directives.

How:
1. Dial 911 immediately.
2. State to the dispatcher, “This is an emergency.” Stay on the line.
3. Inform the student’s parents.

Police involvement when the situation is UNDER CONTROL:

When: Physical assaults against other students or staff
       Property damage
       Possession of weapons and illegal drugs
       Menacing
       Serious, ongoing disruption to the learning environment

How:
1. Review Centennial Procedures for Police Involvement.
2. Dial 610-865-7187. State, “This is not an emergency.”
3. Inform the dispatcher of the situation. Request that an officer is dispatched to the school.
Room Clear Procedures

- State clearly, “This is a room clear.”
- Tell students the location to which they should proceed, e.g., “Please proceed to the _________ (classroom, library, hallway).”
- One staff person should remain with the student having the problem; another staff member accompanies the remainder of the class to the new setting, reinforcing them verbally for their compliance with the procedure.
- Assess the situation.
Room Clear Procedures

• Issue the next direction. If the situation is under your control, you have two options: (a) direct the student to the problem solving area, or (b) issue the next direction for continuing instruction, including having the other students return to the classroom.

• Issue consequences as appropriate For example, students who have been warned of a potential consequence, such as suspension, and continue to emit undesirable behaviors, should be suspended. On the other hand, students who “recover” and follow staff directions should be praised verbally, and after problem solving, returned to class.
THE ACTING-OUT BEHAVIOR CYCLE
(COLVIN, 1992)

1. Calm
2. Trigger
3. Agitation
4. Acceleration
5. Peak
6. De-escalation
7. Recovery
Acting Out Cycle
DIGGING DEEPER
Coping Strategies and Social Skills
Why teach alternative skills?

to replace problem behaviors

to help students get their needs met

to help students become independent
Types of Alternative Skills

- replacement skills
- general adaptive skills
- coping and tolerance skills
1. Replacement Skills

Skills that serve the same function as problem behaviors

- Throwing self on the ground in order to get attention
- → ask for attention
Functions of Behavior

- **Gain**
  - Attention
  - Activities
  - Objects
  - Stimulus

- **Escape**
  - Attention
  - Activities
  - Objects
  - Stimulus
Sometimes, the **function is both:**
(e.g., get the attention of classmates and escape from a boring lesson)
## Practice

<table>
<thead>
<tr>
<th>Problem behavior</th>
<th>Function</th>
<th>Replacement skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screaming during journal writing</td>
<td>Escaping from tasks</td>
<td></td>
</tr>
<tr>
<td>Biting peers in the playground</td>
<td>Obtaining tangibles/activities</td>
<td></td>
</tr>
<tr>
<td>Cursing teachers in class</td>
<td>Obtaining adult’s attention</td>
<td></td>
</tr>
<tr>
<td>Sniffing people’s shirts</td>
<td>Obtaining sensory input</td>
<td></td>
</tr>
</tbody>
</table>
Replacement Skills

When selecting replacement skills:

• Select functionally equivalent skills
• Consider the student’s skill repertoire

When teaching replacement skills:

• teach skills in the same situation as problem behaviors occur
• combine with antecedent interventions
• teach or prompt before problem behaviors
• ensure efficiency of a response
2. Coping and Tolerance Skills

Skills that help students tolerate delayed reinforcement and unpleasant situations

• replacement skills cannot be reinforced immediately
• situations that cannot be addressed by teaching replacement skills
Coping and Tolerance Skills

Teaching coping and tolerance skills:

• gradually build up tolerance for delayed reinforcement
• teach self-management strategies

Self-management

• Strategies:
  • relaxation
  • anger control
  • social problem solving
  • goal setting
  • self-monitoring/recording
  • self-evaluation
  • self-reinforcement
  • self-cuing
3. General Adaptive Skills

Skills that prevent the need for problem behavior and lead to meaningful lifestyle changes

• broader and more complex skills than replacement skills and coping/tolerance skills
• shifts control from adults to the student
## Social Skills Instruction

<table>
<thead>
<tr>
<th>Planning</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teachers develop scopes and sequences each marking period based upon current student needs and curriculum resources.</td>
<td>• Direct instruction format:</td>
</tr>
<tr>
<td></td>
<td>• Modeling</td>
</tr>
<tr>
<td></td>
<td>• Role-play</td>
</tr>
<tr>
<td></td>
<td>• Examples and non-examples</td>
</tr>
<tr>
<td></td>
<td>• Built in generalization opportunities</td>
</tr>
<tr>
<td></td>
<td>• Embed technology to include video-modeling</td>
</tr>
<tr>
<td></td>
<td>• Speech therapist co-teaches</td>
</tr>
</tbody>
</table>
Social Skills Topics

- Making friends
- Keeping friends
- Interrupting appropriately
- Using coping strategies
- Explicit instruction on Step and Level System
- Manners and dining etiquette
- Pre-vocational social skills
- Conflict resolution
- Positive self-talk
- Accepting outcomes
- Taking turns
- Phone and conversation skills
- Accepting others’ differences
- Cognitive-behavioral therapy based techniques
Cognitive Behavioral Therapy

- Identifying emotions
- Cognitive triangle
- On and off the mark thoughts
- Escalation and de-escalation cycle
- Triggers and relaxation techniques
- Planning for success
- Values and goals
Anger Management Strategies

Pacing/walking
Taking time

Walking
Counting

Deep Breaths

Squishy ball

Squeezing hands together

Writing down thoughts/feelings

Go to bathroom/wash hands/splash water

Talk to a teacher

Drawing

Reading

Ask to go to a quiet area
Ask to go outside for fresh air

Think about consequences/privileges

Get a drink

Self talk

Take a break

Think about something else to calm down

Move your seat
In-School Job Program

• Teaches occupational soft skills in simulated work settings
• Pays students with paychecks in points
• Assesses students in five areas:
  • Preparedness
  • Work Habits
  • Cooperation
  • Personal Appearance and Safety
  • Quality of Work
# ISJ Vocational Assessment Form

**Fill in your full name, work period, and dates**

Performance meets expectation = 1, Performance does not meet expectation = 0

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Report to each assigned area quietly and on time</td>
<td>Be accountable for self and getting the job done, use coping strategies</td>
<td>Get along with others, support/encourage peers, waiting patiently</td>
<td>Maintain dress code, hygiene (badge/gloves/meat/tidy/clean and odor free)</td>
<td>Complete tasks correctly, accurately, timely manner, adjust performance based on feedback</td>
</tr>
<tr>
<td></td>
<td>Have all materials, follow your assigned schedule for the day</td>
<td>Demonstrate initiative, eager to work, remain task-oriented</td>
<td>Accept feedback professionally, maintain positive attitude</td>
<td>Maintain safe work environment</td>
<td>Adaptability/Flexibility, seek help/solve problems</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Areas</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
<th>Weekly Skill %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Preparedness</td>
<td>Report to assigned areas quietly and on time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Work Habits</td>
<td>Be accountable for self, use coping strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Cooperation</td>
<td>Get along with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Personal Appearance</td>
<td>Maintain dress code, hygiene, grooming</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Quality of Work</td>
<td>Complete tasks correctly, timely manner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily Overall % = Daily Points Earned</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Examples of Jobs

- Administrative and clerical
- Reception
- Custodial and maintenance
- Food preparation and setup
- Inventory and tracking
- Technical support
Job Performance Feedback

- Delivered immediately & privately
- Related to the Centennial Point Sheet
- Students earn 1 or 0 points
- Student ISJ trainers collaborate with teacher to provide feedback to trainees = status, leadership
In-School Job Data

In-School Job Weekly and Quarterly Employee Evaluation: Sam Pull Period 5 Quarter 3, 2013-2014

<table>
<thead>
<tr>
<th>Skills</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
<th>AVG</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preparedness</td>
<td>100.0%</td>
<td>100.0%</td>
<td>90.0%</td>
<td>85.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>97.5%</td>
</tr>
<tr>
<td>2. Work Habits</td>
<td>100.0%</td>
<td>90.0%</td>
<td>90.0%</td>
<td>90.0%</td>
<td>100.0%</td>
<td>90.0%</td>
<td>90.0%</td>
<td>80.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>92.0%</td>
</tr>
<tr>
<td>3. Cooperation</td>
<td>60.0%</td>
<td>50.0%</td>
<td>40.0%</td>
<td>50.0%</td>
<td>60.0%</td>
<td>60.0%</td>
<td>70.0%</td>
<td>70.0%</td>
<td>60.0%</td>
<td>70.0%</td>
<td>59.0%</td>
</tr>
<tr>
<td>4. Personal Appearance/Safety</td>
<td>60.0%</td>
<td>50.0%</td>
<td>50.0%</td>
<td>50.0%</td>
<td>50.0%</td>
<td>50.0%</td>
<td>50.0%</td>
<td>50.0%</td>
<td>50.0%</td>
<td>50.0%</td>
<td>50.0%</td>
</tr>
<tr>
<td>5. Quality of Work</td>
<td>30.0%</td>
<td>40.0%</td>
<td>60.0%</td>
<td>80.0%</td>
<td>80.0%</td>
<td>100.0%</td>
<td>90.0%</td>
<td>100.0%</td>
<td>80.0%</td>
<td>100.0%</td>
<td>76.0%</td>
</tr>
<tr>
<td>Weekly Grade</td>
<td>68.0%</td>
<td>66.0%</td>
<td>66.0%</td>
<td>71.0%</td>
<td>76.0%</td>
<td>82.0%</td>
<td>80.0%</td>
<td>82.0%</td>
<td>74.0%</td>
<td>84.0%</td>
<td></td>
</tr>
<tr>
<td>Cumulative</td>
<td>68.0%</td>
<td>67.0%</td>
<td>66.7%</td>
<td>67.8%</td>
<td>69.4%</td>
<td>71.5%</td>
<td>72.7%</td>
<td>73.9%</td>
<td>73.9%</td>
<td>74.9%</td>
<td></td>
</tr>
</tbody>
</table>
Feedback is Supported with Direct Instruction

- Social Skills on the Job: A Transition to the Workplace (AGS)
  - Wearing appropriate clothes
  - Using good personal hygiene
  - Greeting authority figures
  - Having a good attitude
  - Calling in when sick
  - Getting to work on time
Success on the Job

- Creates pride and intrinsic motivation
- Improves self esteem and overall behavioral and academic performance
- Connects academics to real life
- Leads to other opportunities
DIGGING DEEPER

Celebrating Success
Celebrating Success

- Honor roll breakfasts
- Award ceremonies
- Petitioning meetings
- Annual IEP meetings
- Talent show
- Reintegration process
- School spirit days
Step and Level System

- Positive framework to track student success
- Data driven from point sheets
- Focus on reintegration of students to least restrictive environments
- Consequences (positive & negative)
  - Stepping back
  - NOT level busting
Step and Level System

• Step 1
  • Purpose: To orient new students to the academic and behavioral expectations.
  • Criteria: Orientation phase/baseline data
  • Length: 10 school days
  • Privileges: School store once a week, school activities
Step and Level System

• Step 2
• Purpose: To teach students academic and social behaviors that are considered critical for success in school.
• Criteria: 80% on their point sheet
• Length: A minimum of 40 school days
• Privileges: School store twice a week, school activities, limited outdoor activities
Step and Level System

- Step 3
- Purpose: To provide opportunities for repeated practice of critical skills.
- Criteria: 85% in each expectation
- Length: A minimum of 40 school days
- Privileges: School store three times a week, school activities, outdoor activities, technology and visits at break times, self-monitoring begins, eligible for tours of home school
Step and Level System

• Step 4
• Purpose: To allow students the opportunity to continue in their placement and/or begin preparing for reintegration.
• Criteria: 90% in each expectation, maintain a C in classes, use anger management strategies consistently
• Length: A minimum of 40 school days
• Privileges: Daily school store, school and outdoor activities, technology and visits at break times, self-monitoring, eligible to begin reintegration process
CENTENNIAL UPDATE
First Year of SWPBIS Adoption

Number of Physical Restraints at Centennial School During the 1998 – 1999 School Year
Same students, same teachers... Different Outcomes

Number of Physical Restraints at Centennial School During the 1998–1999 School Year

233 v. 1

233 restraints in the first 40 days

1 restraint in the last 40 days
Does Physical Restraint Use Make Us Safer?
16 Years Later...

Centennial School of Lehigh University
School-wide PBS Data
Encourage students to view themselves as they want to be in the future, not as individuals who have failed in the past.

George & George, 2000