Safe & Civil Schools

And Overview Foundations: A Proactive and Positive Behavior Support System (Half-day Session)

July 12, 2018

Alabama Summer Professional Learning Conference

*Presented by*

Elizabeth Winford
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RANDY SPRICK’S

Practical Solutions, Positive Results!
The Foundations Model: A School-Wide Approach to Discipline

Presented by:
Elizabeth Winford
Safe and Civil Schools

Objectives
1. Understanding the "Why" of a school-wide approach to discipline
2. The importance of the team
3. The RtI triangle of behavior (MTSS)
4. Data
5. Structuring common areas
6. Teaching Expectations
7. Reinforcement for doing what is right
8. Questions

Three-Tiered Model of Supports

- Universal: Schoolwide Systems of Support (75-80% of Students)
- Selected: Classroom/Small Group Strategies (15-25% of Students)
- Targeted: Individual Intervention (5-10% of Students)
Creating the system

STOIC—Fiscally prudent, simple and effective.

Structure the environment for success.
Teach expectations.
Observe (monitor, supervise).
Interact positively (build relationships and provide positive feedback).
Correct fluently (calmly, consistently, immediately, respectfully).

Guided by a Site-Based Leadership Team
It's ALL about Connecting

Important Team Structures
• Team Name
• Ground Rules or Group Norms
• Regular Meeting Schedule
• Agenda
• Ambassador’s List

Why a Team Name Is Important
• Creates a sense of unity
• Creates a sense of connection between the team, the process, and the rest of the staff
Gather Data

What Variables Can We Manipulate?
Whose behavior can we control?

Creating Systems
Structuring Common Areas in Your Building
Effective Supervision

Creating Systems

Teaching Students HOW to be Successful
Guidelines for Success

Rationale
Do all students know?
Make a difference
Setting the tone

Character
Humanity
Scholarship

H.E.A.R.T.
Be Responsible
Encourage Everyone
Always Be Safe
Treat Everyone With Respect

Helping Everyone Act Responsibility Together
Creating Systems
Teaching Students HOW to Behave in the School Environment (and beyond)

Creating Systems
Showing students that it is better to do the right thing
(T-M-F)
Motivation Formula

Expectancy \times Value = Motivation

- Expectancy is defined as the “degree to which the person expects to be successful on the task.”

- Value is defined as the “degree to which the person values the rewards that accompany that success.”

How is this formula relevant to your school-wide reinforcement system?

Effective Reinforcement Systems

- Clarify specific behaviors being targeted.
- Focus on the presence of responsible behaviors versus the absence of irresponsible behaviors.
- Reinforce improvement as well as mastery.
- Provide reinforcement that is meaningful.
- Provide opportunities for all students.
- Increase the ratio of positive to negative interactions.

A Few Additional Tips

- Customize
- Provide variety
- KISS
- Evaluate effectiveness
- Modify as needed
- Implement – everyone
- Reinforce/acknowledge adults
- Celebrate successes
Benchmarks of Quality (BoQ)

1. PBS Team
2. Faculty Commitment
3. Effective Procedures for Dealing with Discipline
4. Data Entry & Analysis Plan
5. Expectations & Rules
6. Reward/Recognition Program
7. Lesson Plans for Teaching Expectations/Rules
8. Implementation Plan
9. Classroom Systems
10. Evaluation

Next Steps....

- Review your data
- Create Guidelines for Success
- Create Lesson Plans
- Mass produce
- Decide when to implement
- Everyone teaches
- Everyone supervises in similar ways
- Use the GFS to praise and to correct behavior
- Review your data
Safe & Civil Schools

January 16, 2015

Safe & Civil Schools and PBIS

Creating & Sustaining a Continuum of Behavior Support

School-Wide (Foundations)

• Common Area Policies
• Effective Staff Supervision
• School-Wide Student & Staff Incentives
• Staff Ratio of Positive Interactions
• Collecting & Using Data
• Reducing Tardies (Secondary)
• Guidelines for Success

Classroom (CHAMPS)

• Delivering structure for success in the classroom (18 tasks)
• Increasing positive interactions with students to > 3:1 ratio (8 tasks)
• Correct early-stage, chronic and severe misbehavior (14 tasks)

Individual Interventions

• Developing and delivering a B-RTI process
• Teacher’s Encyclopedia
• Interventions: Evidence-Based Behavioral Strategies
• Tough Kid Tool Kit
• Addressing the 8 Basic Needs
• Crisis Plans

Processes: Team, Improvement Cycle, and Data

Common Areas and Schoolwide Policies

Tier 1: Positive Classroom Management

Tier 2: Collaborative Problem-Solving Processes

Tier 3: Targeted Interventions

Intensive Intervention
STUDENT LESSON PLAN FOR HALLWAY PROCEDURES

I. Introduction
   Learning Objective: The hallways are a safe place where students interact with each other with respect.

II. Tell Phase
   A. Guidelines for Success
      ACT RESPONSIBLY
      1. Students will walk to the right in all hallways and walkways on the campus.
      2. Students will have individual passes when in the hallway during class time.
      3. Students will use a conversational tone of voice when traveling on campus.

      TEAMWORK MAKES A DIFFERENCE
      1. Students will dispose of all trash in the proper containers.
      2. Students will have continuous movement from area to area between classes.

      EXCELLENCE TAKES EFFORT
      1. Students will arrive to class on time.

      RESPECT STAFF, STUDENTS, AND YOURSELF
      1. Students will act respectfully and courteously to all staff members and other students at all times.
      2. Students will keep hands and feet to themselves.

III. Show Phase
   A. Using the T-chart, review what the hallways should look like and sound like:

      | Looks Like       | Sounds Like         |
      |------------------|---------------------|
      | examples:        |                     |
      | walking on the right | low voices         |
      | hands and feet to self | appropriate language |
      | trash in containers | respectful tone of voice |
      | students are moving |                     |

   B. Role-play appropriate hallway behavior.
      1. A staff member (falsely) accuses you of knocking a trash container over and wants you to pick it up. What do you do?
      2. Three students are walking toward you. They are blocking your ability to get to class because they are not on the right side. What do you do?
      3. You are late to class because you were talking to your friends. What do you do?

   C. Go into the hallway.
      1. Review student expectations for the hallways.
      2. Have students practice hallway procedures.
      3. Provide both positive and corrective feedback.

   D. Return to class and review lesson. Provide time for discussing potential problems.
The Art of Supervision

- Instruction
- Interacting Positively
- Professional
- Proactively Intervening
- Visibility
- Scanning
- Circulating
### Examples of “Guidelines for Success: for Schoolwide Positive Behavior Supports”

<table>
<thead>
<tr>
<th>The 3 B’s/The 3 R’s</th>
<th>CHS Character</th>
<th>HFMS Students SHINE!</th>
<th>A TRUE Tiger</th>
<th>We’ve got PRIDE!</th>
<th>Longhorn PRIDE</th>
<th>The PAWS of WIS</th>
<th>STARS shine!</th>
<th>Ride the WAVE!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Respectful</td>
<td>Humanity</td>
<td>Successful Students</td>
<td>Teamwork</td>
<td>Prepared</td>
<td>Be Prepared</td>
<td>PAWS</td>
<td>Show respect</td>
<td>(Dolphins)</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Scholarship</td>
<td>Honor school policies</td>
<td>Integrity</td>
<td>Respectful</td>
<td>Be Responsible</td>
<td>Pause</td>
<td>Treat others</td>
<td>Wise choices</td>
</tr>
<tr>
<td>Be Ready</td>
<td><em>(High School)</em></td>
<td>with Integrity and</td>
<td>Goals</td>
<td>Involved</td>
<td>Have Integrity</td>
<td>Act Wisely</td>
<td>with kindness</td>
<td>Attitude</td>
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<tr>
<td></td>
<td></td>
<td>respect while</td>
<td>Excellence</td>
<td>Determined</td>
<td>Be Dedicated</td>
<td>Succeed</td>
<td>Always be safe</td>
<td>Values</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Neatly dressed and</td>
<td>Respect</td>
<td>Encouraging</td>
<td>Excellence</td>
<td><em>(Intermediate)</em></td>
<td>Reach for the</td>
<td>Excellence</td>
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<tr>
<td></td>
<td></td>
<td>Encouraging others</td>
<td><em>(Elementary)</em></td>
<td></td>
<td><em>(Elementary)</em></td>
<td></td>
<td>stars</td>
<td><em>(Elementary)</em></td>
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<table>
<thead>
<tr>
<th>The 3 R’s</th>
<th>Positive attitude</th>
<th>The Northside WAY</th>
<th>Our Hearts BEAT</th>
<th>I’m a RACER!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Respectful</td>
<td>Act responsibly</td>
<td>With respect</td>
<td>at KIS! And Walk</td>
<td>Respect</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Wise choices</td>
<td>Always responsible</td>
<td>the BEAT!</td>
<td>Accountability</td>
</tr>
<tr>
<td>Be Reasonable</td>
<td>Stay focused</td>
<td>Yearning to learn</td>
<td>Be responsible</td>
<td>Courtesy</td>
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<tr>
<td><em>(Elementary)</em></td>
<td><em>(Elementary)</em></td>
<td><em>(Elementary)</em></td>
<td>Encourage everyone</td>
<td>Excellence</td>
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</tbody>
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<tr>
<th></th>
<th>The 3 R’s</th>
<th>The Northside WAY</th>
<th>Our Hearts BEAT</th>
<th>Show us your PAWS!</th>
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<td></td>
<td>I’m a RACER!</td>
<td>With respect</td>
<td>at KIS! And Walk</td>
<td>Positive</td>
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<tr>
<td></td>
<td>Respect</td>
<td>Always responsible</td>
<td>the BEAT!</td>
<td>Attitude</td>
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<td>Be responsible</td>
<td>Willing</td>
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<td></td>
<td>Courtesy</td>
<td><em>(Elementary)</em></td>
<td>Encourage everyone</td>
<td>Spirit</td>
</tr>
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<td></td>
<td>Excellence</td>
<td></td>
<td>Always be safe</td>
<td><em>(Elementary)</em></td>
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<td></td>
<td>Responsibility</td>
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<td>Treat everyone</td>
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<td></td>
<td>Safety</td>
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<td>with respect</td>
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<td>Elementary)</td>
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<th>Bull “DAWG”</th>
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<tr>
<td></td>
<td>Spirit</td>
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<td></td>
<td>Discipline</td>
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<td></td>
<td>Academics</td>
</tr>
<tr>
<td></td>
<td>Wise Choices</td>
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<td></td>
<td>Goals for Success</td>
</tr>
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<td></td>
<td><em>(Middle School)</em></td>
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</tbody>
</table>
Workshop Evaluation Form

An Overview of Foundations: A Proactive and Positive Approach to Behavior Management
Alabama Summer Professional Learning Conference
Mobile, Alabama
July 12, 2018

presentation by
Elizabeth Winford

Thank you for taking the time to complete this evaluation. Your feedback is valuable to us.

Please, put an “X” on the line that best describes your current position.

____Administrator       ____Special Educator       ____Parent/Family Member
____General Educator     ____Counselor            ____School Psychologist
____Educational/Teacher  ____Community Member     ____Specialist
____Assistant           ____Other: __________________

Circle the number to show your evaluation for each area.

<table>
<thead>
<tr>
<th>The Instructor:</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Made session objectives clear.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Demonstrated depth of knowledge.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. Shared credible, relevant, and personal information to convey the message.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. Was helpful, responsive and respectful to participants.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. Overall evaluation of instructor</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>The Content, Materials, and Activities:</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Were well organized.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>7. Were informative and valuable within a school setting.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>The Facility</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
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</thead>
<tbody>
<tr>
<td>8. The training facility was...</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</table>

continued on back
Comments

9. What did the instructor do especially well in this presentation?

10. What suggestions do you have for improvement?

11. Additional Comments

12. I would recommend this workshop to others. (circle one) No Yes

13. Overall evaluation of the presentation/workshop. Poor 1 2 Good 3 4 Excellent 5

Thank you, again, for your feedback.

You may use my comments and my name in your marketing materials.

Name (please print) ___________________________ Signature ___________________________

If you are interested in additional training or staff development in other areas, please let us know by checking the areas of interest on the following list:

( ) Schoolwide Discipline
( ) Coaching in Classroom Management
( ) Classroom Management
( ) Paraprofessional Training
( ) Self-Contained Behavior Classes
( ) Interventions for Individual Students
Report on Graduation Rates in the U.S.

A revised report, commissioned by the Black Alliance for Educational Options, found that the overall graduation rate nationally is 71%. Graduation rates:

- African-American: 56%
- Native American: 57%
- Asian: 79%
- White: 78%
- Hispanic: 54%

To access and download the original report, log onto:
http://www.manhattan-institute.org/html/cr_31.htm#1
To access the revised report, log onto:
To access the historical information, log onto:
http://www.safeandcivilschools.com/research/graduation_rates.php

Report on School Connectedness

"Increasing evidence shows that when adolescents feel cared for by people at their school and feel like a part of their school, they are less likely to use substances, engage in violence, or initiate sexual activity at an early age."


The study examines the association between school connectedness and the school environment. Higher school connectedness was associated with: positive classroom management climates, participation in extracurricular activities, tolerant disciplinary policies and small school size.


Research at the following website clearly demonstrates an association between connectedness and effective classroom management, effective disciplinary policies, small school size and involvement in extracurricular activities.

http://www.jhsph.edu/adolescenthealth/Products/Military Child Initiative/MCI Monograph FINAL.pdf

Randy Sprick's Safe & Civil Schools

Visit http://www.safeandcivilschools.com/ for information on Safe & Civil Schools products and services to help improve behavior, discipline and school climate, improve school connectedness and reduce suspensions/expulsions.

Your Name: __________________________________________   Your state code (e.g. OR) _______
Your email (optional):  ________________________________________________
Please print neatly!

If you provide your email, Safe & Civil Schools will NEVER sell or give out your address. We will occasionally send you up-dates on workshops, tips, or new products.

Revised 2-09