Study Guide

For

School Discipline, Classroom Management, & Student Self-Management:

A **PBS** Implementation Guide

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Study Guide: School Discipline, Classroom Management, and Student Self-Management: A PBS Implementation Guide [1]

Introduction

After almost 20 years of implementation, field-testing, and validation, *School Discipline, Classroom Management, and Student Self-Management: A PBS Implementation Guide* (Corwin, 2012) was published to describe a comprehensive, step-by-step process for implementing a multi-tiered, schoolwide, positive behavioral support system (PBSS)—at the student prevention, strategic intervention, and intensive wrap-around/crisis management levels.

Guided by both research and established practice, this book outlines a practical, easy-to-follow three-year blueprint for PBSS implementation. This will help systems, schools, and staff to integrate academics, instruction, and achievement with discipline, behavior management, and student self-management. All of this is integrated into an effective strategic planning and continuous school improvement approach that focuses on building organizational and staff capacity, guiding professional development and implementation integrity, and strengthening parent and community outreach.

Context

School discipline, behavior management, and school safety have been important topics for schools and districts since the Gallup Polls began their annual surveys of the "top challenges" in schools over 30 years ago, and the Jonesboro shootings shocked the nation in the late 1990s. While "zero tolerance" has been the administrative approach to discipline, especially since Jonesboro, educators now realize that we need to develop relationships with students that "connect" them to their schools, establish positive school and classroom climates, teach students social skills, motivate them to make good choices, keep our common areas safe, and eliminate instances of teasing, taunting, bullying, harassment, and physical aggression.

Beyond this, it is a simple fact that how students feel, feel about themselves, behave, and get along with others strongly predicts their interactions and even their achievement in school. Indeed, if students are feeling pressured, bullied, or unsafe, they focus more on these emotional conditions than on academic instruction and learning. If they are unsure of themselves, lack self-confidence, or are self-conscious, they may not believe that they can succeed. If they do not have the behavioral skills to pay attention, work independently, or organize themselves, their academic work may suffer. If they cannot relate to others, work cooperatively in a group, and prevent or resolve conflicts, they will not survive socially.

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Indeed, we have known that students' social, emotional, and behavioral competency and self-management is essential to their academic and interpersonal success in school for decades (Cawalti, 1995; Wang, Haertel, & Walberg, 1993/1994, Ysseldyke & Christenson, 2002). While a strong academic program with effective instruction and a focus on real-world knowledge and skills is essential to student achievement and understanding, it is evident that (a) positive and supportive school and classroom climates, (b) positive and productive student and teacher interactions, and (c) effective classroom management also are necessary. More specifically, reviews of over 200 studies of school-based programs (Durlak, et al., 2011; Payton, et al., 2008) reveal that classroom time spent on addressing the social, emotional, and behavioral skills and needs of students help to significantly increase their academic performance and their social and emotional skills. Furthermore, involved students were better behaved, more socially successful, less anxious, more emotionally well-adjusted, and earned higher grades and test scores.

Contents

School Discipline, Classroom Management, and Student Self-Management: A PBS Implementation Guide discusses how schoolwide PBSS are essential to help students learn, master, and apply the skills needed for social, emotional, and behavioral competency and self-management, and how PBSS activities facilitate the positive climates, prosocial interactions, and effective management approaches noted above across all classroom and school settings.

All of this is accomplished in ten chapters:

Chapter 1: Integrating a Schoolwide Positive Behavioral Support System (PBSS) Blueprint Into an Effective Schools Process

Chapter 2: School Readiness and the Steps for PBSS Implementation

Chapter 3: The School Discipline/PBSS and Other Committees: Effective Team and Group Functioning

Chapter 4: Behavioral Accountability, Student Motivation, and Staff Consistency

Chapter 5: Teaching Social, Emotional, and Behavioral Skills

Chapter 6: School Safety and Crisis Prevention, Intervention, and Response

Chapter 7: Teasing, Taunting, Bullying, Harassment, Hazing, and Physical Aggression

Chapter 8: Functional Assessment and Why Students Become Behaviorally Challenging

Chapter 9: Behavioral Interventions for Students with Strategic and Intensive Needs

Chapter 10: Evaluating and Sustaining PBSS Outcomes

Included Case Studies. Each of these chapters begins with a brief case study that describes a site across the U.S. where the author has implemented one or more components discussed in the book. Many of these case studies include outcome data that validate the impact of the components at a student, staff, and/or school level. Below are two case study examples reproduced from the book.

Hotchkiss Elementary School, Dallas, TX

The counselor from Hotchkiss Elementary School (Dallas Independent School District, TX) called on March 10, 1995 to inform me that "I was coming to work with their school." Hotchkiss was an inner city, predominantly Hispanic, kindergarten through sixth grade school with 80% of its 900 students receiving federal free lunch support. Opening for the first time in August, 1994 with a completely new staff, the school had experienced over 4,500 office discipline referrals that year.

On April 1, 1995, we began a ten-year partnership that systematically implemented the Project ACHIEVE PBSS blueprint. Within less than a year, most of the PBSS was implemented or in progress. Over the next decade, the staff continued to adapt the PBSS to the needs of the students, school, and community—and they built their capacity to the degree that Project ACHIEVE activities were largely implemented independently and with the needed integrity and intensity.

Among the documented outcomes were the following:

- Total discipline referrals to the principal's office dropped from 56.1 referrals per 100 students during the baseline year prior to project implementation, to 13.0 referrals per 100 students for the first two years of the project (less than one referral per school day over an entire year), to 3.0 referrals per 100 students during the last three years of implementation (less than one referral per week over the school year).

- The number of grade retentions was 2.0 retentions per 100 students during the baseline year, 2.5 students per 100 students for the first two years of Project implementation, and 3.6 retentions per 100 students for the next three years.

- Special education placements were 1.9 placements per 100 students for the baseline year versus an average of 2.8 placements per 100 students for the first two years of the project versus an average of 3.0 placements per 100 students during the last three years of the project.

- On the Texas State Proficiency Test (TAAS) Reading section, taken by Hotchkiss' third through sixth graders, 68.7% of the students passed their respective test during the baseline year, 67.6% passed the test during the next two years, and 81.7% passed during the next three years through the 2000 school year.

- On the TAAS Math section, again taken by the school's third through sixth graders, 55.1% of the students passed their respective test during the baseline year, 65.1% passed the test during the next two years, and 78.6% passed during the next three years.

- On the TAAS Writing test, taken only by the school's fourth graders, 80.5% passed the test during the baseline year, 77.6% passed the test during the next two years, and 90.9% passed during the next three years through the 2000 school year.

Cleveland Elementary School, Tampa, FL

Project ACHIEVE's partnership with Cleveland Elementary School (Tampa, FL) began during the 1993-94 school year. Demographically, during five years of on-site implementation, Cleveland Elementary's enrollment averaged 500 students per year with an approximate racial make-up of 20% Caucasian, 62% African-American, 17% Hispanic, and less than 1% other minority students. Cleveland Elementary also had an average mobility rate of new and withdrawn students of 66%, and a poverty level that encompassed 97% of its student body.

At the time of implementation, Cleveland Elementary drew its students from a neighborhood of public housing complexes in one of the most dangerous sections of Tampa. In fact, it was in this area where a series of serious racial disturbances occurred in 1987. Given this background and the need to reach out to parents and other stakeholders in the community, Project ACHIEVE was awarded a Metropolitan Life Foundation Positive Choices: Youth Anti-Violence Initiatives grant in 1995 to create "Stop & Think" neighborhoods and communities. Working with parents, the leadership councils from the local public housing complexes, the business community, and other agencies and support groups, a safe community/safe school partnership was created to benefit all of the students attending Cleveland Elementary.

Recognizing that school reform often takes up to five years to accomplish, the outcome data from the initiative were analyzed by clustering the first five years (1993-1998) of Project ACHIEVE implementation together, and then comparing them to the last two years (1998-2000) of continued implementation.

Among the notable result were the following:

Behavioral Outcomes

- Total discipline referrals to the principal's office dropped from an average of 45.0 referrals per 100 students for the two years prior to Project implementation, to 34.5 referrals per 100 students for the next five years (approximately one referral per school day over an entire year), to 21.3 referrals per 100 students for the last two years (approximately one referral every two school days over the year).

- In-school suspensions dropped from an average of 21.0 suspensions per 100 students for the two years prior to Project implementation to 16.4 suspensions per 100 students for the next five years, to 11.0 suspensions per 100 students for the last two years.

- Out-of-school suspensions dropped from an average of 5.9 suspensions per 100 students for the two years prior to Project implementation, to 4.3 suspensions per 100 students for the next five years, to 1.8 suspensions per 100 students for the last two years.

Academic Outcomes

- Second through fifth grade students taking the Scholastic Aptitude Test (SAT-8) Reading section between 1993 and 1995 scored, on average, at the 22nd percentile; the second through fifth grade students taking the SAT-9 from 1995-1999 had a median percentile rank at the 43rd percentile— indicating significant academic improvements.

- Second through fifth grade students taking the same test during the 1999-2000 school year also had a median percentile rank at the 43rd percentile— sustaining these academic increases.

- In math, students taking the SAT-8 between 1993 and 1995 scored, on average, at the 29th percentile; the students taking the SAT-9 from 1995-1999 had a median percentile rank at the 51st percentile; and the students taking the same test during 1999-2000 had a median percentile rank at the 52nd percentile—the latter two cohorts both scoring above the national average, and significantly higher than the 1993-1995 cohort.

Special Education Outcomes

- Special education placements averaged 2.5 placements per 100 students for the first five years versus 1.6 placements per 100 students for the next two years.

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This Study Guide

This study guide is designed to accompany *School Discipline, Classroom Management, and Student Self-Management: A PBS Implementation Guide*. While its best use is to facilitate a book study process by a district or school Leadership/Strategic Planning Team and/or Discipline/Positive Behavioral Support Committee, it could also be used by individuals who are reading the book independently.

If a district or school leadership group or committee decides to use this book for a book study, it is helpful to (a) generate a schedule with deadlines for when specific chapters need to be read; (b) identify who is going to lead each book study session; and (c) determine the date, time, and place when the session will be conducted.

A scheduling template to facilitate this is available on Page 7 and 8.

It is recommended that two individuals be assigned to co-lead each session. Each session should last approximately 45 to 60 minutes. A prototypical session format might involve:

- A brief overview or synopsis of the chapter by one or both of the co-leaders (with a written chapter outline)
- The identification, and then discussion, of important chapter points by the group
- Responding to one or more of the Discussion Questions from this Guide (see below)
- Discussion of the implications of the chapter for the school or district
- Completion of the Self-Study Template by the group (some of which may have been completed ahead of time by individual group members)

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Beyond the scheduling and meeting format recommended above, this guide is organized on a chapter-by-chapter basis to facilitate each book study session (or an individual's personal self-study).

This guide organizes the study of each chapter using the following format:

- Chapter Summary and Overview of Contents
- Sample Discussion Questions
- Other Questions to Ask or Discuss from this Book Chapter
- Self-Study Template highlighting Reading Take-Aways and Goals, Action Steps and Timelines, Resources and Indicators of Readiness, and Evaluation and Outcomes

A sample of the Self-Study Template is available on Page 9.

School Discipline, Classroom Management, & Student Self-Management
Book Study Session Schedule/Calendar

District/School: Group Involved in the Book Study:

Group Members:

Date:

Book Chapter	Deadline to Read Chapter	Study Session Leaders	Time, Date, and Place of Book Study Meeting
Chapter 1: Integrating a Schoolwide Positive Behavioral Support System (PBSS) Blueprint Into an Effective Schools Process			
Chapter 2: School Readiness and the Steps for PBSS Implementation			
Chapter 3: The School Discipline/PBSS and Other Committees: Effective Team and Group Functioning			
Chapter 4: Behavioral Accountability, Student Motivation, and Staff Consistency			

Book Chapter	Deadline to Read Chapter	Study Session Leaders	Time, Date, and Place of Book Study Meeting
Chapter 5: Teaching Social, Emotional, and Behavioral Skills			
Chapter 6: School Safety and Crisis Prevention, Intervention, and Response			
Chapter 7: Teasing, Taunting, Bullying, Harassment, Hazing, and Physical Aggression			
Chapter 8: Functional Assessment and Why Students Become Behaviorally Challenging			
Chapter 9: Behavioral Interventions for Students with Strategic and Intensive Needs			
Chapter 10: Evaluating and Sustaining PBSS Outcomes			

School Discipline, Classroom Management, & Student Self-Management
Book Self-Study Template

Name: District/School:

Grade Level(s):   Date:

Book Chapter:

Reading Take-Aways and Implementation Goals	*Action Steps and Timelines*	*Needed Resources and Indicators of Readiness*	*Evaluation and Outcomes*

Chapter 1: *Integrating a Schoolwide Positive Behavioral Support System (PBSS) Blueprint Into an Effective Schools Process*

Chapter Summary

This chapter provides a practical and research-based rationale for the schoolwide implementation of Positive Behavioral Support Systems (PBSS). It discusses the importance of embedding PBSS into the effective school and schooling process, and describes the scientific principles, the goals, and the six evidence-based components of the PBSS. This schoolwide PBSS involves students, staff, administration, and parents who work together (a) to teach and reinforce students' interpersonal, social problem-solving, conflict prevention and resolution, and emotional coping skills; (b) to create and maintain positive, safe, supportive, and consistent school climates and settings; and (c) to strengthen and sustain school and district capacity such that the entire process becomes an inherent part of their school improvement planning and success. The chapter concludes with a brief outline of the multi-tiered Response-to-Instruction and Intervention (RTI)[2] continuum that addresses the strategic and intensive needs of at-risk, underachieving, unresponsive, or unsuccessful students. Throughout this chapter, the ultimate goal of a PBSS is emphasized—for all students to consistently learn, master, and apply the skills needed for social, emotional, and behavioral competency and self-management in school (and other) settings.

Chapter Outline

- PBSS Implementation Case Study: Hotchkiss Elementary School, Dallas, TX
- Introduction
- Student Competency and Self-Management Defined
- How a PBSS Fits into an Effective School
- The Underlying Science and Six Components of the Evidence-based PBSS Blueprint
- The Primary Goals of a Schoolwide PBSS Process
- The Six PBSS Components
- The Three Tiers within the PBSS Blueprint
- Summary
- References

Sample Discussion Questions

These questions are posed from the perspective of a school. Feel free to adapt them to fit into a district or other educational context or perspective.

1. What is the definition of "Social, Emotional, and Behavioral Self-Management," and what changes do you think are needed in the definition to fit your school?

2. Why is it important for all staff, as well as students, to understand this definition as an important goal of your school?

3. Why is it important for school discipline, classroom management, and student self-management to be a conscious, planned component of any school effectiveness/improvement process?   Is this true of your school?

4. How does the underlying science and six components of the evidence-based PBSS blueprint help to guide your school's implementation process?

5. What are the primary goals of a schoolwide PBSS process, and do they "fit" into your school and its desired social, emotional, and behavioral outcomes? Are there any goals that you need to adapt or add?

6. What are the six PBSS components, and how many of them (and at what level of implementation) are currently present in your school?

7. What are the three tiers within the PBSS blueprint, and what is your school's status—relative to staff, resources, interventions, time, and organization—in this regard? What is working within your multi-tiered system? What is not working?

Other Questions to Ask or Discuss from this Book Chapter

School Discipline, Classroom Management, & Student Self-Management
Book Self-Study Template

Name: District/School:

Grade Level(s):   Date:

Book Chapter 1: Integrating a Schoolwide Positive Behavioral Support System (PBSS) Blueprint Into an Effective Schools Process

Reading Take-Aways and Implementation Goals	*Action Steps and Timelines*	*Needed Resources and Indicators of Readiness*	*Evaluation and Outcomes*

Chapter 2: School Readiness and the Steps for PBSS Implementation

<u>Chapter Summary</u>

This chapter focuses on the organizational and motivational readiness, and the strategic planning processes needed to begin a schoolwide PBSS initiative. As such, it provides a blueprint describing specific activities that schools should complete at the very beginning of their PBSS initiative all the way to the end of their third year of full implementation. Embedded in this four-year blueprint are the most effective and efficient ways to accomplish the primary goals of a PBSS initiative using the components discussed in Chapter 1.

It is important to recognize that this is a blueprint only. That is, schools need to use their needs assessments, resource analyses, and strategic planning processes to determine which activities to target, and how to sequence them over a specific period of time. As so, some schools may complete the implementation parts of the PBSS blueprint in two years, while others may take four or five.

This blueprint has been used in hundreds of schools across the country with well-documented student, staff, and school success. The remaining chapters of this book provide the specific details for how to make this blueprint a reality—at the prevention, strategic intervention, and intensive need/crisis management levels. With communication, commitment, collaboration, and a shared leadership approach, schools can implement a successful PBSS initiative—resulting in social, emotional, and behavioral self-management outcomes that students will use in school, at
home, and out in the community for the rest of their lives.

<u>Chapter Outline</u>

- PBSS Implementation Case Study: McDonald Elementary School, Seffner, FL
- Introduction
- Goals of a Schoolwide Positive Behavioral Support System
- A Four-Year PBSS Implementation Blueprint
- The Planning Year: Pre-Implementation Year 1
- Implementation Year 1
- Implementation Year 1, Semester 1
- Implementation Year 1, Semester 2
- Implementation Year 2
- Implementation Year 3
- Summary
- References

<u>Sample Discussion Questions</u>

These questions are posed from the perspective of a school. Feel free to adapt them to fit into a district or other educational context or perspective.

1. What is the current status of your school discipline, classroom management, and student self-management approaches in your school? Are they planned and organized at the school, grade, and individual classroom level? Are they largely a function of what individual teachers do in their classrooms? Or is it somewhere in the middle?

2. Do you have the staff buy-in (at least 80% staff support) to begin (or continue) a schoolwide effort/initiative in the area of school discipline and classroom management? If not, how can you nurture this buy-in?

3. How many of your teachers had sound, effective, hands-on training and supervision in the area of classroom management during their university training?

4. How much professional development and supervision has been devoted—on large-group level, and an individual teacher level—to classroom management in your school over the past three years?

5. In reviewing the Pre-Implementation Year 1 and the Year 1 activities in the implementation chart, how many activities are you already doing, how many are you ready to do, and how many are beyond your school's capacity at the present time?

<u>Other Questions to Ask or Discuss from this Book Chapter</u>

School Discipline, Classroom Management, & Student Self-Management
Book Self-Study Template

Name: District/School:

Grade Level(s):   Date:

Book Chapter 2: <u>School Readiness and the Steps for PBSS Implementation</u>

Reading Take-Aways and Implementation Goals	*Action Steps and Timelines*	*Needed Resources and Indicators of Readiness*	*Evaluation and Outcomes*

Chapter 3: The School Discipline/PBSS and Other Committees: Effective Team and Group Functioning

<u>Chapter Summary</u>

   This chapter discusses the creation of a shared leadership approach and committee structure that facilitates the buy-in, initial implementation, and long-term institutionalization of the PBSS process. It uses the effective schools blueprint from Chapter 1 to recommend and describe a school committee structure, focusing eventually on the two committees that most directly guide PBSS implementation: the School Discipline/PBSS Committee and the Building-level SPRINT team.

   After the committees are described, the characteristics of effective committees are outlined, and the importance of developing a <u>Mission, Role, and Function</u> document for each committee is emphasized. The chapter concludes with a brief description of the most typical School Discipline/PBSS Committee activities, as well as those recommended at the grade or instructional team levels.

<u>Chapter Outline</u>

- PBSS Implementation Case Study: Shelby County Educational Service Center, Sidney, OH
- Introduction
- Using the Effective Schools Blueprint to Organize a School's Committee Structure
- Characteristics of Effective Committees
- The Committee Mission, Role, and Function Document
- The Most Typical School Discipline/PBSS Committee Activities and their Infusion into Grade-level or Instructional Team Activities
- Summary
- References

<u>Sample Discussion Questions</u>

These questions are posed from the perspective of a school. Feel free to adapt them to fit into a district or other educational context or perspective.

1. What is "shared leadership," why is it important to a school relative to accomplishing its mission and goals, and to what degree would the staff in your school agree or disagree that your school is using a shared leadership model or approach?

2. What are the committees in the Effective Schools Blueprint, what are their goals and areas of focus, and how does the Blueprint and these committee goals compare with the structure and approach to shared leadership in your school?

3. What are the characteristics of effective committees? To what degree are the committees in your school consistently demonstrating these characteristics? And to what degree would the staff in your school agree or disagree with your evaluation?

4. What are the components or areas covered in a "Committee Mission, Role, and Function" document? To what degree is a document similar to this model written and available for all of the committees in your school? How would you adapt this document to make it more functional and useful within your school?

5. Do you have a representative-chosen School Discipline/PBSS Committee in your school? How often does it meet? What are its current annual goals and activities? Does this committee have a written "Committee Mission, Role, and Function" document? What improvements are needed in this committee now that you have read this book chapter?

6. Do you have a SPRINT team (Child Study Team, Student Assistance Team, or the equivalent) in your school? Who is on it? How often does it meet? What are its current annual goals and activities? Does this committee have a written "Committee Mission, Role, and Function" document? What improvements are needed in this team now that you have read this book chapter?

Other Questions to Ask or Discuss from this Book Chapter

School Discipline, Classroom Management, & Student Self-Management
Book Self-Study Template

Name: District/School:

Grade Level(s):   Date:

Book Chapter 3: <u>The School Discipline/PBSS and Other Committees: Effective Team and Group Functioning</u>

Reading Take-Aways and Implementation Goals	*Action Steps and Timelines*	*Needed Resources and Indicators of Readiness*	*Evaluation and Outcomes*

Chapter 4: *Behavioral Accountability, Student Motivation, and Staff Consistency*

Chapter Summary

This chapter focuses on student accountability, the development of approaches that motivate students to demonstrate appropriate behavior, and differential responses when students demonstrate inappropriate behavior. The goal in all of this is a system where teachers and administrators can consistently hold students accountable for their behavior across different school settings.

While it is important for students (and others) to accept responsibility for their social, emotional, and behavioral actions and interactions *after* they have done something, from a self-management perspective, it is more important that they think and prepare to act responsibly *before* a specific interaction. To facilitate this, students need to have a framework that identifies expected positive and prosocial behaviors in different school settings, as well as different levels of inappropriate behavior so they understand that some inappropriate behaviors are more serious than others.

The Behavioral Matrix is the recommended framework of "behavioral standards" for students and teachers at specific grade levels and across the common areas of a school. When developed and implemented effectively, the Behavioral Matrix increases the consistency across teachers and other staff relative to student expectations, behavior, feedback, and follow-up. This eliminates dilemmas that occur when (a) there are different sets of behavioral standards across teachers, (b) individual teachers have different sets of standards across students and even with individual students, and (c) students are expected to adapt to these inequities and inconsistencies.

This chapter describes the functional components of the Behavioral Matrix, and provides explicit steps and forms so that schools can develop them in their grade (for elementary schools) or instructional (for secondary schools) teams.

Chapter Outline

- PBSS Implementation Case Study: Turtle Mountain Community Schools, Belcourt, ND
- Introduction
- The Components Within the Behavioral Matrix
- Developing the Behavioral Matrix
- Summary
- References

<u>Sample Discussion Questions</u>

These questions are posed from the perspective of a school. Feel free to adapt them to fit into a district or other educational context or perspective.

1. How does your school explicitly and implicitly motivate students to demonstrate appropriate behavior, and hold students accountable for inappropriate behavior? From a data-based perspective, how do you evaluate whether this approach is working? Is it working?

2. How do components of the Behavioral Matrix compare with your current code of conduct (or the equivalent)?

3. What strengths and weaknesses (or limitations) do you see in the development and use of the Behavioral Matrix?

4. What current problems (if any) would the presence and use of a grade-level Behavioral Matrix solve or create?

5. To what degree will (does) your staff agree that the foundational classroom discipline system/approach needs to be developed and implemented at and by the grade-level team? If there would be (is) significant disagreement with this approach, what steps are needed to modify or resolve these disagreements?

6. What training would be needed—at the School Discipline/PBSS Committee, grade, and individual staff levels—in order to initiate a successful Behavioral Matrix development process?

7. What are the implications of consistency in the implementation of the PBSS process? To what degree is there staff inconsistency in your school—relative to school discipline and classroom management? How pervasive is it? To what degree do staff members acknowledge it? How committed are staff to improving inconsistency within their classrooms, across their grade level teams, and across the school? How will you begin and sustain this process toward greater consistency relative to school discipline and classroom management?

<u>Other Questions to Ask or Discuss from this Book Chapter</u>

School Discipline, Classroom Management, & Student Self-Management
Book Self-Study Template

Name: District/School:

Grade Level(s):   Date:

Book Chapter 4: <u>Behavioral Accountability, Student Motivation, and Staff Consistency</u>

Reading Take-Aways and Implementation Goals	*Action Steps and Timelines*	*Needed Resources and Indicators of Readiness*	*Evaluation and Outcomes*

Chapter 5: *Teaching Social, Emotional, and Behavioral Skills*

Chapter Summary

    This chapter emphasizes the importance of having general education teachers teach and reinforce social, emotional, and behavioral skills in the classroom as part of their classroom management and student self-management system.

    In order to effectively teach social, emotional, and behavioral self-management skills, it is necessary to teach the cognitive-behavioral "skills and scripts" using a "teach-model-role play-performance feedback-transfer of training" format that is embedded in a progressive "teach-apply-infuse" process. The initial goal is to provide enough positive practice opportunities so students learn targeted skills and scripts, and can benefit from additional instruction where they practice and apply their skills in different situations and settings, with different people and personalities, and under different conditions of emotionality. When done with high levels of consistency, this facilitates both skill mastery and skill transfer. When the consistency extends across students, staff, settings, situations, and circumstances, a schoolwide impact can be seen.

    This chapter focuses on evidence-based ways to teach students skills that facilitate social, emotional, and behavioral self-management. Emphasizing cognitive-behavioral instruction, mastery, application, and automaticity through the seven scientific criteria of an effective skills program, eight specific programs are reviewed with a recommendation that any program be chosen at the district level, rather than by individual schools.

    The *Stop & Think Social Skills Program* is used to exemplify the functional implementation of the seven criteria and to demonstrate the impact of a skills program on students' interpersonal, social problem solving, conflict prevention and intervention, and emotional coping skills and interactions. Chapter 7 extends this conversation, showing how to apply the social skills process to address the skill deficits or needs of students involved in teasing, taunting, bullying, harassment, hazing, and physical aggression.

Chapter Outline

- PBSS Implementation Case Study: Dutch Broadway Elementary School, Elmont, NY
- Introduction
- The Importance of Social, Emotional, and Behavioral Skills Instruction: Revisited
- The Scientific Criteria of an Effective Social, Emotional, and/or Behavioral Skills Program
- Applying the Scientific Criteria Using the Stop & Think Social Skills Program
- A Brief Review of Some Notable Social, Emotional, and/or Behavioral Skills Programs
- Selecting a Skills Program at the District Level
- Summary
- References

These questions are posed from the perspective of a school. Feel free to adapt them to fit into a district or other educational context or perspective.

1. What is the connection between a social, emotional, and behavioral skills instruction program or curriculum and students' social, emotional, and behavioral self-management skills?

2. To what degree would your teaching staff (if provided the training, time, and permission) agree that all students need to learn social, emotional, and behavioral skills in the classroom as taught by the classroom teacher? If a significant number of teachers disagreed with this approach, what steps are needed to modify or resolve these disagreements?

3. Does your school (district) currently have a social, emotional, or behavioral skills program? How was it chosen? Are all teachers trained in its implementation? How was the program or curriculum chosen? How does it match up with the scientific criteria of an effective social, emotional, or behavioral skills program as described in this chapter? Is it taught consistently, on an ongoing basis, and with fidelity? How is it evaluated, and how often? From a data-based perspective, is it working? What changes are needed in this program or approach given your reading of this chapter?

4. If you are not using the *Stop & Think Social Skills Program*, what characteristics of this program could be imported into your school's current program to make it more effective?

5. If your school (district) does not currently have a social, emotional, or behavioral skills instruction program, how would you use or adapt the book chapter's recommendations on the approach to selecting such a program?

Other Questions to Ask or Discuss from this Book Chapter

School Discipline, Classroom Management, & Student Self-Management
Book Self-Study Template

Name: District/School:

Grade Level(s):   Date:

Book Chapter 5: <u>Teaching Social, Emotional, and Behavioral Skills</u>

Reading Take-Aways and Implementation Goals	Action Steps and Timelines	Needed Resources and Indicators of Readiness	Evaluation and Outcomes

Chapter 6: School Safety and Crisis Prevention, Intervention, and Response

<u>Chapter Summary</u>

This chapter introduces the notion of "Special Situations," and discusses the first one relating to common area settings in the school. It describes specific approaches that help staff and students create positive and safe common school areas, respond to inappropriate behavior when it occurs, and analyze and address serious or significantly problematic situations when they occur in these settings.

All of this is done across a prevention, problem solving, and crisis management continuum. Relative to prevention, ways to organize schools, staff, and students such that common school areas are positive, safe, and secure are presented. This includes attention to five specific "Special Situation" domains: the Student, Teacher/Staff, Environmental, Incentive/ Consequence, and Resource/Resource Utilization domains, as well as the goals of building and sustaining effective common school area interactions and minimizing the number of challenging behaviors and the intensity of critical events in those areas.

Relative to problem solving, ways to conduct "Special Situation Analyses" are discussed, emphasizing the importance of analyzing why certain special situations are occurring so that successful, multi-faceted strategic or intensive interventions are identified and implemented. Relative to crisis management, the necessary components of an effective crisis management process and plan are outlined.

This chapter also addresses ways to conduct safety audits, complete common school area screenings, and organize an Emergency Operations Plan. Finally, the importance of involving students, parents, and community stakeholders and partners in special situation planning and preparation is highlighted.

<u>Chapter Outline</u>

- PBSS Implementation Case Study: Cleveland Elementary School, Tampa, FL
- Introduction
- The Five Setting-Specific Common School Domains: Prevention
- Conducting a School Safety Audit
- The Five Setting-Specific Common School Domains: Problem Solving
- Crisis Management/Emergency Operations Plans and Processes
- Summary
- References

<u>Sample Discussion Questions</u>

These questions are posed from the perspective of a school. Feel free to adapt them to fit into a district or other educational context or perspective.

1. Does your school have explicit behavioral expectations for all of its common school areas? Are these expectations posted? Are students taught these expectations—with behavioral "walk-throughs" at the beginning of every school year—and then reviewed at least after the winter break?

2. Is your school's office discipline referral (ODR) data management system able to track ODRs by setting? What percentage of ODRs occur in the common school areas (as opposed to the classrooms or off-campus) in a typical month and year?

3. Do all school staff participate in the supervision of student behavior in the common school areas? How does this occur (for example, formally or informally)? If all staff do not participate, how can the school ensure that more (all) staff are consistent, active participants in this process?

4. What are the areas of a "Special Situation Analysis" (SSA), and is your School Discipline/PBSS Committee prepared to learn how to conduct SSA?

5. When was the last time your school conducted a School Safety Audit? What were the results? Were the results shared with the entire staff? If an Audit has not occurred within the last year, who will be responsible for conducting one, and when will it be completed?

6. Does your school have a Crisis Management/Emergency Operations plan and process? Does it cover all of the necessary, potential crises that might occur in or to a school? How old is the plan and does it need to be updated? Where is the plan located, and does every classroom have a shortened "template" or "flip-chart" of the plan publicly available for use? If the plan needs to be updated, who will be responsible for completing this, and when will it be finished?

<u>Other Questions to Ask or Discuss from this Book Chapter</u>

School Discipline, Classroom Management, & Student Self-Management
Book Self-Study Template

Name: District/School:

Grade Level(s):   Date:

Book Chapter 6: <u>School Safety and Crisis Prevention, Intervention, and Response</u>

Reading Take-Aways and Implementation Goals	*Action Steps and Timelines*	*Needed Resources and Indicators of Readiness*	*Evaluation and Outcomes*

Chapter 7: _Teasing, Taunting, Bullying, Harassment, Hazing, and Physical Aggression_

Chapter Summary

This chapter focuses on the student-specific "Special Situations" of teasing, taunting, bullying, harassment, hazing, and physical aggression (TTBHHPA) at the prevention, problem solving, and crisis management levels.

Relative to these interactions, a sixth Peer Group Characteristics, Issues, and Factors domain is added to the five special situation domains (i.e., the Student, Teacher/Staff, Environmental, Incentive/Consequence, and Resource/Resource Utilization domains) described in Chapter 6. This additional domain is needed due to research establishing that peers directly or actively reinforce (by being "antagonists") or indirectly or inadvertently reinforce (by observing, but being uninvolved "bystanders") others' bullying behavior.

The prevention discussion focuses on ways to promote prosocial student and staff interactions, to minimize students' TTBHHPA interactions, and to decrease and/or eliminate these negative interactions when they occur at low or mild levels. The problem solving discussion focuses on determining why these behaviors occur at moderate or high frequency and/or significant or extreme levels, and linking the special situation analysis results to strategic intervention approaches. The crisis management discussion revisits the Chapter 6 discussion, extending it to student-specific special situations.

At all levels, it is critical to involve parents and community stakeholders and partners. Relative to the home, outreach activities help reinforce parents' support of schools' comprehensive school safety and discipline programs, and they may involve training so that parents can use the same social skill and (adapted) accountability approaches as the school.

Relative to the community, outreach might involve police, social service and community mental health agencies, government and juvenile justice personnel, the business and faith communities, and formal and informal neighborhood networks and associations.

At the prevention level, the ultimate goal is to have parents and community agents universally recognize that TTBHHPA are unacceptable and preventable. At the strategic intervention level, community resources might provide the pivotal components that decrease the potential for continuing incidents among at-risk groups of students. Finally, at the crisis management level, parents and community agents must collaborate to stop extreme or persistent TTBHHPA behavior or critical incidents even if they have occurred just once.

<u>Chapter Outline</u>

- PBSS Implementation Case Study: Baltimore City Schools, Baltimore, MD
- Introduction
- Bullying: Definitions, Impacts, and Approaches
- The Special Situation Domains for Teasing, Taunting, Bullying, Harassment, Hazing, and Physical Aggression
- Student-Specific Special Situations—Prevention
- Student-Specific Special Situations—Problem Solving
- Student-Specific Special Situations—Crisis Management
- A Special Note about Cyberbullying and Hazing
- Summary
- References

<u>Sample Discussion Questions</u>

These questions are posed from the perspective of a school. Feel free to adapt them to fit into a district or other educational context or perspective.

1. To what degree have the whole school's staff been briefed on the most-current definitions, impacts, and approaches in the area of bullying (as a representation of acts related to teasing, taunting, bullying, harassment, hazing, and physical aggression)? If this has not occurred recently, who will take responsibility for this briefing process and when will it be completed?

2. As developmentally appropriate, to what degree have the school's students been briefed on the most-current definitions, impacts, and preventative approaches in the area of bullying (as a representation of acts related to teasing, taunting, bullying, harassment, hazing, and physical aggression)? If this has not occurred recently, who will take responsibility for this briefing process, and when will it be completed?

3. What preventative approaches are students, staff, and parents currently using in your school to prevent or provide an early response to teasing, taunting, bullying, harassment, hazing, and physical aggression? From a data-based perspective, is it working? What needs to be done to sustain your school's current successes in this area, or to close the current gaps? Who will take responsibility for the latter and when will this begin to be addressed?

4. What are the areas of a "Special Situation Analysis" (SSA) relative to teasing, taunting, bullying, harassment, hazing, and physical aggression, and is your School Discipline/PBSS Committee prepared to learn how to conduct SSA in this area?

5. Are there any areas of "crisis" as it relates to these areas in your school? What is being done to address the crisis? Has an SSA been completed to determine what intervention

steps are needed after the crisis has been stabilized? Do you have the training and resources to effectively implement the needed interventions?

6. What policies does your district or school have relative to teasing, taunting, bullying, harassment, hazing, and physical aggression? How old are these policies, and do they need to be updated? Are these policies actively supported by your students and parents? From a data-based perspective, to what degree are these policies working to prevent and respond to these inappropriate acts?

7. As developmentally appropriate, are the hazing policies discussed with all students participating in extra-curricular activities at the beginning of their participation? Are these policies and practices supported and reinforced actively by the students within their peer groups?

8. As developmentally appropriate, are cyberbullying and the district or school's cyberbullying policies discussed with all students at the beginning of every school year— and, as needed, at other times during the year? Do students understand that school staff are responsible for monitoring and addressing their out-of-school (cyberbullying) behavior if it is impacting other students within and/or the climate of the school or individual classrooms? Are these policies and practices supported and reinforced actively by the students within their peer groups?

Other Questions to Ask or Discuss from this Book Chapter

School Discipline, Classroom Management, & Student Self-Management
Book Self-Study Template

Name: District/School:

Grade Level(s):   Date:

Book Chapter 7: <u>Teasing, Taunting, Bullying, Harassment, Hazing, and Physical Aggression</u>

Reading Take-Aways and Implementation Goals	*Action Steps and Timelines*	*Needed Resources and Indicators of Readiness*	*Evaluation and Outcomes*

Chapter 8: Functional Assessment and Why Students Become Behaviorally Challenging

Chapter Summary

When students exhibit ongoing, persistent, or intensive social, emotional, and/or behavioral challenges in a classroom or school, and/or they resist or do not respond to effective classroom instruction and preventative PBSS approaches, the reasons underlying the challenges must be determined so that strategic or intensive instructional or intervention services, supports, strategies, or programs can be successfully implemented. In order to accomplish this, a data-based, functional assessment problem solving process is embedded in the multi-tiered system of instructional and intervention approaches ranging in intensity and focus. The problem solving process must ecologically assess the different factors in a classroom, school, district, home, or community, and how they are causing or contributing to the challenging situation. In addition, the process needs to evaluate students' responses to the prevention, strategic, and/or intensive instructional or intervention approaches implemented to determine their success.

This chapter discusses challenging student behavior in the context of a multi-tiered Response-to-Instruction and Intervention (RTI[2]) process that guides the School Prevention, Review, and Intervention Team (SPRINT) process. After defining RTI[2], the data-based, functional assessment problem solving process is outlined along with its most essential problem identification and problem analysis procedures. Seven "High-Hit" reasons why students do not develop or demonstrate needed social competency and self-management skills and behaviors are then described. The chapter concludes by setting the stage for Chapter 9 where functional assessment results are linked with specific services, supports, strategies, or programs.

Chapter Outline

- PBSS Implementation Case Study: Jesse Keen Elementary School, Lakeland, FL
- Introduction
- Describing RTI[2]
- The Data-based, Functional Assessment, Problem Solving Process
  - Step 1: Reviewing Existing Data, Records, and Student History
  - Step 2: Completing a "Gap Analysis"
  - Step 3: The Development of Hypotheses
    - "High-Hit" Instructional Environment Hypotheses
    - Teacher/Instructional Characteristics and Factors
    - Curricular Characteristics and Factors
    - Student Characteristics and Factors: The Seven "High-Hit Reasons for Students' Challenging Behavior
  - Step 4: Assessing to Confirm or Reject Hypotheses
  - Step 5: Designing Interventions and Writing the Intervention Plans
  - Step 6: Implementing the Intervention Plan and Process

o Step 7: Formative and Summative Evaluations of the Outcomes
- Chapter Summary
- References

Sample Discussion Questions

These questions are posed from the perspective of a school. Feel free to adapt them to fit into a district or other educational context or perspective.

1. Briefly describe the book chapter's multi-tiered Response-to-Instruction and Intervention (RTI^2) process. Compare and contrast this process with the one currently used in your school. Where are the gaps? How important are these gaps? To what degree do these gaps need to be addressed in the school and how will this occur?

2. To what degree are teachers and members of the SPRINT team (Child Study team, Student Assistance Team, or the equivalent) completing all or most of the activities within the "First Things First" step prior to moving to additional assessments or interventions? If there are gaps in this area, how and when will these gaps be addressed?

3. Briefly describe the book chapter's data-based, functional assessment, problem solving process. Compare and contrast this process with the one currently used in your school. Where are the gaps? How important are these gaps? To what degree do these gaps need to be addressed in the school, and how will this occur?

4. To what degree do you think school staff will agree that the data-based, functional assessment, problem solving process needs to include analyses of Teacher/Instructional characteristics and factors, and curricular characteristics and factors? If a significant number of staff do not agree with the inclusion of these domains, what needs to be done to change these perceptions or beliefs?

5. Describe the 7 High-Hit reasons that explain different students' challenging behavior. Can you think of or describe different students whose difficulties were likely due to each of the 7 High Hit reasons?

6. What needs to be done to train the SPRINT team (Child Study team, Student Assistance Team, or the equivalent) in the data-based, functional assessment, problem solving process? How will they receive the time and supervision—with actual cases drawn from the school's case load—to practice and master these skills? How and when will this training and practice occur with all school staff?

Other Questions to Ask or Discuss from this Book Chapter

School Discipline, Classroom Management, & Student Self-Management
Book Self-Study Template

Name: District/School:

Grade Level(s):   Date:

Book Chapter 8: <u>Functional Assessment and Why Students Become Behaviorally Challenging</u>

Reading Take-Aways and Implementation Goals	*Action Steps and Timelines*	*Needed Resources and Indicators of Readiness*	*Evaluation and Outcomes*

Chapter 9: *Behavioral Interventions for Students with Strategic and Intensive Needs*

Chapter Summary

This chapter continues the problem solving presentation started in Chapter 8, concentrating on the student-focused strategic and intensive instructional and intervention approaches that are identified toward the end of the problem analysis phase of the data-based functional assessment process. These approaches are linked to the seven "high-hit" reasons why some students do not demonstrate effective social, emotional, or behavioral self-management skills or interactions; and/or exhibit significant inappropriate emotions or behaviors.

Among the interventions discussed are the following:

- Strategic Student Support Interventions at the Tier 2 Level
  - Peer/Adult Mentoring and Mediation: Check-In and Check-Out
  - A Mentoring Program Example: Check and Connect
  - Selecting a Mediation Program

- Strategic Skills Instruction and Intervention at the Tier 2 Level
  - Skills-Based Intervention: Stimulus Control and Prompting/Cueing

- Strategic Motivational Interventions at the Tier 2 Level
  - Positive Reinforcement
  - Token Economy
  - Group Contingencies: Independent, Dependent, and Interdependent
  - The Good Behavior Game
  - Differential Reinforcement of Low (DRL), Other (DRO), Incompatible (DRI), or
    Alternative (DRA) Behavior
  - Extinction or Planned Ignoring
  - Positive Practice and Restitutional Overcorrection
  - Response Cost
  - Time Out

Because more specialized behavioral and/or mental health consultants (e.g., school psychologists, counselors, applied behavior specialists, special educators) typically work with classroom teachers to identify these approaches, and because they involve more strategic implementation—even in the general education classroom, the interventions described in this chapter are categorized as (at least) Tier 2 interventions.

At the end of the chapter, a number of important principles are listed. They include:

1. You can't motivate a student out of a skill deficit.
2. Students do not learn behavioral interventions through "Discovery Learning."
3. Students must be taught, must learn, and must master most behavioral interventions prior to implementation, at least in the following areas:
   a. The Language (Verbal, Non-verbal, Symbolic)
   b. The Expectations
   c. The Contingencies
4. Most skill instruction involves cognitive scripts that translate into behavioral skills.
5. Skill Mastery occurs when students can demonstrate their skills under "conditions of emotionality."
6. Most emotional behavior is conditioned.
7. Incentives and consequences only motivate when they are meaningful and powerful
     to/for the student.
8. Sometimes, incentives and consequences compete with each other—especially when
     students triangulate with adults and peers.
9. When inconsistency is the underlying reason for a student's difficulties, the intervention must be implemented "past the history of inconsistency."
10. Intervention Plans should be completely written, planned, resourced, and trained for
     prior to implementation.
11. Interventions must be implemented with the appropriate integrity and the needed
     intensity.
12. The severity of a student's behavioral problem does not necessarily predict the intensity of the intervention.

Chapter Outline

- PBSS Implementation Case Study: NOVA Academy Alternative School, St. Bernard Parish, LA
- Introduction
- Strategic Student Support Interventions at the Tier 2 Level
  - Peer/Adult Mentoring and Mediation: Check-In and Check-Out
  - A Mentoring Program Example: Check and Connect
  - Selecting a Mediation Program
- Strategic Skills Instruction and Intervention at the Tier 2 Level
  - Skills-Based Intervention: Stimulus Control and Prompting/Cueing
- Strategic Motivational Interventions at the Tier 2 Level
  - Positive Reinforcement

- o Token Economy
- o Group Contingencies: Independent, Dependent, and Interdependent
- o The Good Behavior Game
- o Differential Reinforcement of Low (DRL), Other (DRO), Incompatible (DRI), or Alternative (DRA) Behavior
- o Extinction or Planned Ignoring
- o Positive Practice and Restitutional Overcorrection
- o Response Cost
- o Time Out
- Strategic Special Situation Interventions at the Tier 2 Level
- Social, Emotional, and Behavioral Instruction/Intervention at the Tier 3 Level
- Summary

Sample Discussion Questions

These questions are posed from the perspective of a school. Feel free to adapt them to fit into a district or other educational context or perspective.

1. How does your school or district define Tier II and Tier III, respectively, instructional and/or intervention approaches? How does this compare or contrast with the book chapter's definition of the tiers as reflecting the intensity of services, supports, strategies, or programs needed by a specific student? If differences are present, how are you going to reconcile these differences?

2. What Tier II and Tier III, respectively, instructional or intervention services, supports, strategies, or programs are available in or to your school for students who are demonstrating persistent or significant social, emotional, or behavioral challenges? Do you have enough staff expertise in these areas to meet the "demand" given the number of involved students? If there are service delivery gaps, how are you going to close these gaps?

3. In looking at the different interventions described in this book chapter, how many staff does your school have with expertise in these interventions, and how many have the ability to work with other staff to help implement these different interventions across different school settings? If there are service delivery gaps in these areas, how are you going to close these gaps?

4. Describe the connection between the 7 High-Hit Reasons for students' challenging behavior and the different interventions discussed in each area. Describe one or more students in the school who may be receiving the "wrong" intervention(s)—given the fact that the intervention they are currently receiving does not match what you now think is the underlying reason (i.e., one or more of the 7 High-Hit reasons) for the student's social, emotional, or behavioral challenge.

5. What needs to be done to train the SPRINT team (Child Study team, Student Assistance Team, or the equivalent) and other pupil personnel support staff in or available to the school in the intervention areas where there are staffing and expertise gaps? How will they receive the time and supervision—with actual cases drawn from the school's case load—to practice and master these skills? How and when will this training and practice occur with all of the staff in the school—especially in the intervention areas most likely to be implemented in their classrooms, and that can support their classroom management systems?

6. To what degree are school-based mental health practitioners available to the school to provide needed Tier III (and, maybe some, Tier II) services and supports? As available, how will the school ensure that there is communication and collaboration across school and mental health personnel to make sure that the intervention plans and approaches used for individual students are well-coordinated?

Other Questions to Ask or Discuss from this Book Chapter

School Discipline, Classroom Management, & Student Self-Management
Book Self-Study Template

Name: District/School:

Grade Level(s):   Date:

Book Chapter 9: Behavioral Interventions for Students with Strategic and Intensive Needs

Reading Take-Aways and Implementation Goals	*Action Steps and Timelines*	*Needed Resources and Indicators of Readiness*	*Evaluation and Outcomes*

Chapter 10: *Evaluating and Sustaining PBSS Outcomes*

Chapter Summary

     This chapter details processes that evaluate short- and long-term PBSS outcomes, and activities that scale-up and sustain its success—at the system, school, staff, and student levels—never end. Also discussed in this chapter are a select number of instruments, tools, and approaches to help evaluate the success of a PBSS initiative across its primary goals and objectives. These tools include: *The Scale of Staff Interactions and School Cohesion, The Scale of Effective School Discipline and Safety*, *The Automated Discipline Data Review and Evaluation Software System* (ADDRESS), the *Effective Classroom Management Classroom Walk-Through* (CWT), and the *Behavior Intervention Survey*.

     The chapter also addresses a number of systematic ways to transfer, or "articulate," PBSS successes from year-to-year, so that every school year begins, on the first day of school, at the highest level of effectiveness and efficiency. More specifically, articulation activities are described in the following areas: School Discipline/PBSS committee membership and strategic planning, the "Get-Go" Process, the development of Student Briefing Reports, year-end Special Situation analyses, and resource needs assessments and planning.

     In the end, like businesses, schools are usually successful on the strength of their strategic planning and effective execution of sound policies, procedures, and implementation activities—not because of "good luck." Evaluation and articulation activities are essential to help schools, committees, and staff evaluate the accomplishments of the past year, to plan for smooth transitions into the next school year, and to maintain and extend the momentum of the school's academic and behavioral successes. While every school committee engages in articulation processes to some degree, those completed annually by the School Discipline/PBSS Committee re-focus the school's attention on its PBSS goals and outcomes, and on the social, emotional, and behavioral self-management progress and proficiency of all students. Attending to evaluation and articulation processes is "good business." Ultimately, "good business" in schools translates into staff effectiveness and productivity, and student short and long-term success.

Chapter Outline

- PBSS Implementation Case Study: The Arkansas Department of Education's State Improvement Grant, Little Rock, AR
- Introduction
- Revisiting the Primary PBSS Goals and Connecting them to Evaluation
- Evaluating PBSS Outcomes: A Sample of Newer Tools and Approaches
    - Evaluating Perceptions of Staff Interactions and School Cohesion: *The Scale of Staff Interactions and School Cohesion*

- o Evaluating Perceptions of Effective School Discipline and Safety: *The Scale of Effective School Discipline and Safety*
  - o Evaluating Office Discipline Referrals: *The Automated Discipline Data Review and Evaluation Software System* (ADDRESS)

  - o Observing and Evaluating Classroom Discipline and Behavior Management
  - o Evaluating Staff Expertise in Behavioral Interventions: *The Behavioral Intervention Survey*
- Sustaining PBSS Outcomes: Implementing Systematic Articulation Processes
  - o The "Get-Go" Process
  - o Student Briefing Reports
  - o Special Situation Analysis Re-Boot
  - o Resource Needs Assessments, Results, and Planning
- Summary
- References

Sample Discussion Questions

These questions are posed from the perspective of a school. Feel free to adapt them to fit into a district or other educational context or perspective.

1. How is your school currently evaluating (formatively and summatively) the outcomes and the implementation integrity (or fidelity) of its various school discipline, classroom management, and student self-management services, supports, strategies, and programs—across the prevention, strategic intervention, and crisis management/intensive need continuum? What gaps currently exist in the evaluations processes now being used? How and when will these gaps be addressed?

2. Would your school benefit from the completion, with feedback, of *The Scale of Staff Interactions and School Cohesion* and/or *The Scale of Effective School Discipline and Safety* as part of its PBSS evaluation process? If so, how and when would you have staff complete these evaluation instruments? How would you explain the importance of completing these instruments to your staff? How would you give feedback relative to the results of the instruments?

3. Does your school have an ODR data management system similar to *The Automated Discipline Data Review and Evaluation Software System* (ADDRESS)? What do you see as the strengths and limitations of the ADDRESS (or a similar system)? If your school does not have an ODR data management system, how would you introduce, train for, and implement the ADDRESS in your school?

4. Would your school benefit from the completion, with feedback, of *The Behavioral Intervention Survey* by members of your SPRINT team and other pupil personnel support specialists? If so, how and when would you have these staff complete these surveys? How

would you explain the importance of completing these instruments to the staff? How would you give feedback relative to the results? How would you develop a formal or informal professional development action plan with the results?

5. To what degree is your school implementing an approach similar to the "Get-Go" Process? If present, does this process include something like the Student Briefing Reports? If your school is not implementing a similar process, what would you need to do to implement such a process at the end of the next school year? How would you explain and train your school staff to complete the process with integrity? What steps would you need to take to facilitate staff buy-in and motivation to complete the process?

6. Why is it important to have the School Discipline/PBSS Committee choose one (if present) Special Situation for analysis and intervention at the end of the school year (so that it might be successfully addressed at the very beginning of the next school year)? What facilitators and/or barriers do you see in enacting this process? What staff or other resources will you likely need to be successful in completing this process?

7. Based on the successful completion of the Get-Go Process, how do you see your school using those data—still at the end of the school year—to guide (a) which classes students might be assigned to for the next school year; (b) what Tier II or Tier III services or supports are needed for specific students, and how to organize, schedule, and align them across students; (c) what instructional or intervention personnel might be needed in the school—and how they should be organized, scheduled, and aligned; and (d) what professional development and supervision might be needed for staff given the assignment of certain students in their classrooms?

Other Questions to Ask or Discuss from this Book Chapter

School Discipline, Classroom Management, & Student Self-Management
Book Self-Study Template

Name: District/School:

Grade Level(s):   Date:

Book Chapter 10: <u>Evaluating and Sustaining PBSS Outcomes</u>

Reading Take-Aways and Implementation Goals	*Action Steps and Timelines*	*Needed Resources and Indicators of Readiness*	*Evaluation and Outcomes*

Appendix A

Brief Biography of the Author: Dr. Howie Knoff

Howard M. Knoff, Ph.D. is a nationally-known innovator and hands-on practitioner in the areas of:

- School Improvement and Turn-Around, Strategic Planning and Organizational Development
- School Discipline, Classroom Management, and Student Self-Management (PBIS/PBSS)
- Differentiated Academic Instruction and Academic Interventions for Struggling Students
- Social, Emotional, and Behavioral Instruction and Strategic and Intensive Interventions for Challenging Students
- Multi-tiered (RtI) Services, Supports, and Program
- Effective Professional Development and On-Site Consultation and Technical Assistance

Howie is the creator and Director of Project ACHIEVE, a nationally-known school effectiveness/school improvement program that has been designated a National Model Prevention Program by the U. S. Department of Health & Human Service's Substance Abuse and Mental Health Services Administration (SAMHSA). Over the past 30 years, Howie has implemented Project ACHIEVE components in thousands of schools and school districts—training in every state in the country. He has also been awarded over $21 million in federal, state, or foundation grants for this work, and recently received two School Climate Transformation grants and one Elementary and Secondary Counseling grant from the federal government to support work in Pennsylvania, Michigan, and Kentucky.

Howie also served as director of the State Improvement Grant (SIG)/State Personnel Development Grant (SPDG) for the Arkansas Department of Education—Special Education Unit from 2003 through 2015. In this position, he was directly responsible to the Director of Special Education for the state of Arkansas, and involved in many Departmental policy and procedure discussions and deliberations. In addition to administering the $12 million received from the U.S. Department of Education, Office of Special Education Programs to implement these grants, he and his staff have scaled-up critical Project ACHIEVE components across Arkansas focusing on:

- Statewide implementation of Positive Behavioral Support Systems (PBIS);
- Literacy and mathematics interventions for at-risk, underachieving, and students with disabilities;

- Response-to-Instruction and Intervention (RtI[2]) and Multi-Tiered Systems (MTSS) of support to help close the achievement gap, reduce disproportionality, and speed essential academic and behavioral interventions to needy students; and
- Sustained and real school improvement for priority, focus, and other schools or districts

Significantly, Project ACHIEVE (through the SPDG grant) was written into Arkansas' approved Elementary and Secondary Education (ESEA) Flexibility process as the school improvement model for all focus schools in the state of Arkansas.

Before his work in Arkansas, Howie was a university professor for 22 years (leaving as a tenured Full Professor) at two Research I institutions—the University of South Florida (USF) in Tampa, and the State University of New York at Albany (SUNY-A). As a Professor of School Psychology at USF (1985-2003), he was the Director of its School Psychology Program for 12 years, leading that program to full accreditation status with the American Psychological Association at the Ph.D. level, and the National Association of School Psychologists at the Ph.D. and Ed.S. levels. He also established and directed the Institute for School Reform, Integrated Services, and Child Mental Health and Educational Policy at USF for over a decade.

A recipient of the Lightner Witmer Award from the American Psychological Association's School Psychology Division for early career contributions in 1990, and over $21 million in external grants during his career, Dr. Knoff is a Fellow of the American Psychological Association (School Psychology Division), a Nationally Certified School Psychologist, a Licensed Psychologist in Arkansas, and he has been trained in both crisis intervention and mediation processes. Frequently interviewed in all areas of the media, Dr. Knoff has been on the NBC Nightly News, numerous television and radio talk shows, and he was highlighted on an ABC News' 20/20 program on "Being Teased, Taunted, and Bullied." Finally, Dr. Knoff was the 21st President of the National Association of School Psychologists which now represents more than 25,000 school psychologists nationwide.

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