

Second Edition

BEST Behavior

Sample Pages



Jeffrey Sprague
Annemieke Golly

*Building Positive
Behavior Support
in Schools*

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Second Edition

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The research, techniques, and ideas in this guide represent many years of hard work in schools for us, first as classroom teachers, and later as consultants, trainers and researchers. We are gratefully indebted to many of our mentors, colleagues, and friends for their support, innovative ideas, and enthusiasm for helping school personnel, families and students lead happier and more successful lives during their school years and beyond.

We have had many mentors at the University of Oregon. We thank Hill Walker for his superb expertise as a researcher and mentor of so many leaders in our field, and for being an excellent friend and colleague. His mentorship, quiet guidance, and passion for improving the lives of children is a beacon for all of us.

We also thank Rob Horner and George Sugai for their amazing leadership and insight regarding methods and systems for implementing schoolwide behavioral support and functional behavioral assessment. The opportunity to collaborate with them to develop and refine many of the methods in this guide has been an honor and pleasure, and we look forward to many more years of collaboration and shared learning. Rob has also been a special mentor and friend to Jeff for more than 30 years and continues to dramatically influence his career and thinking.

We give special thanks to Geoff Colvin for his superb work on defusing behavioral escalation, and for his ability to help us interpret and solve complex teacher-student interactions in ways that make them seem simple.

One of the markers of the outstanding research success at the University of Oregon is our superb colleague group. We work with several amazing colleagues who provide new ideas and shape our thinking and practice daily.

We would also like to give special recognition to our colleagues and trainers in the Netherlands, in particular Monique Baard and Inge Reijnders, who have contributed significantly to enriching and expanding the implementation of *Best Behavior*.

We would also like to give special thanks to Kevin Boling, principal of Bertha Holt Elementary School (a model PBIS school). Kevin and Annemieke were teaching colleagues for 20 years and successfully implemented many of the *Best Behavior* strategies during that time. While writing the second edition, Kevin not only provided us with numerous ideas and examples but he assisted in editing the book.





Finally, we wish to thank our colleagues in schools across the United States and the world for their commitment to improving behavior support systems, and to the lives of students. They also guide our work and help us make it as good as it can be!

About the Authors

Jeffrey Sprague, Ph.D., is a professor of special education and director of the University of Oregon Institute on Violence and Destructive Behavior. He directs federal, state, and local research and demonstration projects related to positive behavior interventions and supports, response to intervention, youth violence prevention, alternative education, juvenile delinquency prevention and treatment, and school safety. His research activities encompass applied behavior analysis, positive behavior supports, behavioral response to intervention, functional behavioral assessment, school safety, youth violence prevention, and juvenile delinquency prevention.

Dr. Sprague began his career as a teacher of students with low incidence cognitive disabilities, and his early career research was focused primarily in this content area. In 1990 and 1997, Dr. Sprague coauthored the first guide to Functional Behavioral Assessment (O'Neill et al., 1997). He is a contributor to "Early Warning, Timely Response," and the 1998, 1999, and 2000 *Annual Reports on School Safety*. He has written a book on crime prevention through environmental design for school administrators. Dr. Sprague has authored a book on school safety with Hill Walker for Guilford Publications (Sprague & Walker, 2005), and in 2008 he published a book on response to intervention and behavior supports (www.shoplrp.com). He has published over 150 journal articles and book chapters.

Dr. Sprague currently directs a research project from the National Institute in Drug Abuse to conduct the first evaluation of the effects of positive behavior supports in middle schools. He is also co-principal investigator on five Institute of Education Sciences Goal 2 development projects focusing on positive behavior supports, response to intervention for behavior, classroom management, student self-management, and PBIS implementation in juvenile justice settings.

Annemieke Golly, Ph.D., born and raised in the Netherlands, is a certified special education teacher who has taught children with behavior and conduct disorders for two decades. Dr. Golly received her Ph.D. in special education at the University of Oregon. Her areas of expertise are early and preventive intervention, behavior management, and classroom and schoolwide management. She is a research scientist at the Oregon Research Institute and works at the Institute on Violence and Destructive Behavior at the University of Oregon as a teacher trainer and behavioral consultant.





Dr. Golly is a co-author for the First Step to Success Program (PreK–3rd grade) and has been a coordinator for designing, implementing, and conducting nation-wide research on this program for the past decade. She has trained hundreds of teachers and consultants to implement school and home interventions for young students who are dealing with challenging behaviors.

Dr. Golly has worked as a consultant/trainer to implement behavior management strategies in the United States, Canada, the Virgin Islands, Germany, South Africa, and Turkey. For the past three years, she also has been training, coaching, and providing technical assistance to school and youth services staff in the Netherlands to implement *Best Behavior* nation-wide. She has authored and co-authored books on practical strategies for dealing with challenging behaviors, including *Why Johnny Doesn't Behave: 20 Tips and Measurable BIPs* and *Five Universal Principles of Positive Behavior Support and the Story of my Life*. She has taught several university courses and has written numerous research articles.

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Note From the Authors

The first edition of *Best Behavior* was published in 2005. Since then, thousands of teachers, administrators, and *Best Behavior* implementation teams throughout the United States and across the world have been using this book as their staff development guide to implement schoolwide systems for creating a positive, pro-active and effective school climate. We believe a large part of the popularity of this book is its simple language, and easy to adopt evidence-based behavioral and organizational strategies. Furthermore, the intervention techniques included here are the result of more than 30 years of research in the area of school discipline from the fields of education, psychology, and criminology.

Why *Best Behavior* Is Important

Researchers and practitioners have intensified their efforts to understand how to induce school personnel to adopt, implement, and sustain effective prevention practices (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005; Mihalic & Irwin, 2003). We know that our goals for prevention of violent and antisocial behavior will not be met until this is achieved. Researchers are now focusing intensely on this matter.

Implementation appears most successful when the following occurs.

- The whole school community receives coordinated training, coaching, and frequent performance assessments.
- School organizations provide the infrastructure necessary for timely training, skillful supervision and coaching, and regular process and outcome evaluations.
- Communities are fully involved in the selection and evaluation of programs and practices.
- Funding sources, policies, and regulations create a hospitable environment for implementation and program operations.

(Fixsen et al., 2005)

What's New in the Second Edition?

While providing training and technical assistance over the past few years to schools implementing *Best Behavior*, we have learned a great deal from incredibly experienced, creative, and innovative school personnel. We have incorporated their ideas, experiences, and practical adaptations into this new edition, which has greatly enhanced the *Best Behavior* approach.

The first edition of *Best Behavior* provided an essential foundation and starting point for the second edition. Retaining our uniquely accessible language, we have responded in this second edition to the need to provide schools with additional recipes, strategies, and ideas for success as they adopt, implement (and adapt), and maintain PBIS techniques for schoolwide discipline, classroom management, individual student support, and communication and collaboration with families.

To illustrate that point, we have added the following to this second edition:

- A new chapter on aggression, harassment, bullying, and cyber bullying, and integrated *Best Behavior* with antibullying and social skills curricula
- Expanded strategies, tips, scripts, templates, and sample expectations, lesson plans, letters, and forms to allow schools to use and customize a variety of effective PBIS approaches
- Detailed examples, case studies, and ideas from schools that have successfully implemented *Best Behavior*
- More clearly outlined steps and forms for developing and enacting RTI procedures for dealing with students who are in need of Tier II and Tier III behavior interventions
- Greater support for home/school collaboration, including research-based teacher tips and numerous tools, such as a good-news note, a sample newsletter, a model note and letter for caregivers, and a sample schedule and calendar suggesting when and what to communicate
- Increased focus on sustaining a dynamic and responsive system, using problem-solving and data-driven review to respond to changes in school or student needs

We believe that you will find these new features to be a critical component to building and sustaining a successful *Best Behavior* system in your school.

Sincerely,

Jeff Sprague
Annemieke Golly

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005).
Implementation research: A synthesis of the literature.
Retrieved from <http://www.fpg.unc.edu/~nim/resources/publications/Monograph/>





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SECTION 1

Schoolwide Positive Behavior Interventions and Supports

- CHAPTER 1 ► Welcome to *Best Behavior*: Building Positive Behavior Interventions and Supports in Schools
- CHAPTER 2 ► *Best Behavior* Staff Development: What it Looks Like
- CHAPTER 3 ► Introduction to the Challenge of Antisocial Behavior: The Three-Tiered Approach
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CHAPTER 1

Welcome to *Best Behavior*: Building Positive Behavior Interventions and Supports in Schools

Why *Best Behavior*?

Positive Behavior Interventions and Supports (PBIS) is a significantly different, yet very simple, approach to problem behavior (Sugai & Horner, 2010). At its heart is this very different assumption: Students may not be doing what you want because they aren't sure of what you want or don't believe that you care if they do it or not. It is positive, not because there are no consequences for inappropriate behavior, but because the focus of the teacher's work shifts from noticing and punishing inappropriate behavior to teaching and noticing desired behavior. This kind of shift isn't easy, but the reason for it is important to understand.

Core Principles

Simply stated, the core PBIS principles are:

1. **Develop clear expectations:** Decide what behaviors you want to see and hear.
2. **Communicate and teach the expectations:** Systematically teach and reteach students what those behaviors look like and what they don't look like.
3. **Reinforce and recognize when students are following the expectations:** Systematically notice students for engaging in the desired behaviors.
4. **Minimize attention:** Don't give attention to minor inappropriate behaviors (don't make mountains out of molehills).
5. **Have clear and consistent consequences:** Deal with unacceptable behavior in predictable ways. "Big stick" punishments never work in the long run, and actually can make things worse (Mayer, 1995).

OBJECTIVES

- ▶ Provide an introduction to *Best Behavior*
- ▶ Describe what *Best Behavior* provides for schools, students, and families
- ▶ Describe why *Best Behavior* is needed to improve discipline and student well-being in schools
- ▶ Discuss how *Best Behavior* supports staff members, students, and families

With these principles at its core, this integrated system of schoolwide, classroom management, individual student, and family supports is designed to give you simple but effective tactics and strategies to improve behavioral outcomes for the students you serve and their families. Furthermore, this guide will help you gain a variety of new skills and knowledge that are based on the best research available.

Challenges

Two issues are constant challenges to effective education: academic achievement and discipline. Students who are not safe, respectful, and responsible in schools impede the learning process for others and for themselves. School personnel who do not work together and focus on critical outcomes will be frustrated (even burned out), inconsistent, and ineffective. Parents who are not supported and encouraged to collaborate will feel left out, and their children will not do as well in school (Walker, Ramsey, & Gresham, 2004). In this guide, we will spend time together learning the most recent research-validated and evidence-based techniques for establishing a positive school climate where no child is left behind, no teacher is left unsupported, and strong home-school connections between teachers and caregivers are created and sustained.

How Schools and Adults Contribute to the Problem

Many school practices inadvertently contribute to the development of antisocial behavior and the potential for violence in schools. Because it has been common to place responsibility for behavior change on individual students or their families, school practices are often overlooked as factors in a behavior problem. These practices include:

- Ineffective instruction that results in academic failure.
- Failure to individualize instruction to adapt to individual differences.
- Inconsistent and punitive schoolwide, classroom, and individual behavior-management practices.
- Lack of opportunity to learn and practice prosocial interpersonal and self-management skills.
- Unclear rules and expectations regarding expected behavior in all school settings.
- Failure to correct rule violations in a firm but fair manner that emphasizes teaching rather than retribution.
- Failure to help students from at-risk backgrounds adjust to the schooling process.
- Failure to encourage active collaboration and cooperation with parents and families.
- Failure to sustain and consistently implement positive behavior support practices.

These factors are *all* amenable to change with a broad-based, preventive approach. Unfortunately, school personnel have a long history of applying simple and unproven solutions (e.g., office discipline referrals, suspensions) to complex behavior problems, and they express understandable disappointment when these attempts do not work as expected (Walker et al., 1996). This practice is sustained by a tendency to try to remove the student who is displaying the inappropriate behavior via office referrals, suspension, or expulsion, rather than finding a way to change the administrative, teaching, and management practices that have contributed to the problem.

Background: Misbehavior in Schools

A child is misbehaving . . . A classroom is “out of control” . . . Hallways are chaotic . . . Learning is suffering. What can we do?

The most common response to the above question is some sort of consequence or punishment. As a society, we tend to believe that if we can just find the correct punishment, then people will start doing the right thing (Biglan, Hallfors, Spoth, Gottfredson, & Cody, in press). This approach doesn’t work well, yet we find ourselves doing the same thing over and over again or increasing the severity of punishments.

In school, this problem manifests itself by increasing the numbers of students who experience office referrals, suspensions, or other punishments that take them out of the classroom on a regular basis. It is hard to achieve academically when you are not in the classroom (Kellam, Mayer, Rebok, & Hawkins, 1998). Maybe we should try something different. We need to re-aim our work (Glasgow, Vogt, & Boles, 1999).

Researchers and practitioners have intensified their efforts to understand how to get school personnel to adopt, implement, and sustain effective prevention practices (Fixsen, Naoom, Blase, & Wallace, 2007; Mihalic & Irwin, 2003). We know that our goals for preventing disruptive and antisocial behavior will not be met until this is achieved. Researchers are now focusing intensely on this matter and exploring the challenge from a cultural perspective as well.

Implementation appears to be most successful when all of the following conditions are met (Fixsen, et al., 2007).

- The whole school community receives coordinated training, coaching, and frequent performance assessments.
- School organizations provide the infrastructure necessary for timely training, skillful supervision and coaching, and regular process and outcome evaluations.

“Insanity is doing the same thing again and again and expecting different results.”

Albert Einstein

- Communities are fully involved in the selection and evaluation of programs and practices.
- Funding sources, policies, and regulations create a hospitable environment for program implementation and operations.

How Does *Best Behavior* Address the Challenge?

Best Behavior provides structured and evidence-based training and support to representative teams of educators and families in schools over a 2- to 3-year period, as well as training and technical assistance to adopt, implement, and maintain a collection of effective schoolwide, classroom, and individual student interventions. These school teams work to complete initial and ongoing needs assessment, choose interventions (e.g., school rules, reward systems, systematic supervision), and use student- and staff-level data to refine and evaluate their efforts. Schools using *Best Behavior* to support the implementation of systemic behavior improvement can be found across the United States and in other countries, such as Norway, Iceland, the Netherlands, Denmark, and Chile.

This book builds from the original *Best Behavior* book by providing schools with additional details (ideas, variations, and expansions) for success as they adopt, implement (adapt), and maintain PBIS techniques for schoolwide discipline, harassment, including bullying and cyber bullying, classroom management, individual student support, and communication and collaboration with families.

We believe a large part of the popularity of this book is due to its simple language and its easy-to-adopt, evidence-based behavioral and organizational strategies. *Best Behavior* provides an essential foundation and starting point. These “recipes” originated in schools that have successfully implemented *Best Behavior*, and this added level of detail provides what is reflected in the new chapter subtitle: Building Positive Behavior Interventions and Supports in Schools.

Summary of Measurable Outcomes

Best Behavior and similar models have been replicated by other researchers using similar, or the same, techniques. The effects of the intervention are documented in a series of studies implemented by researchers at the University of Oregon (Biglan, Metzler, Rusby, & Sprague, 1998; Sprague et al., 2001; Sugai & Horner, 2010; Taylor-Greene et al., 1997) (see also www.pbis.org for the latest research studies and reports). Studies have shown reductions in office discipline referrals of up to 50%, with continued improvement over a 3-year period in schools that sustain the intervention (Irvin, Tobin, Sprague, Sugai, & Vincent, 2004). In addition, school staff report greater satisfaction with their work, compared to working in schools that did not implement *Best Behavior*. Comparison schools show increases (or no change) in office referrals, along with general frustration with the school discipline program.

To what extent has the prevalence of risk behaviors been prevented and protective factors, or assets, been increased?

Studies are underway now to relate the quality of implementation to changes in student and staff behavior, as well as to document changes in student attitudes, self-reported problem behavior, and academic achievement.

In studies employing the components included in the *Best Behavior* program, reductions in antisocial behavior (Bradshaw, Mitchell, & Leaf, 2010; Sprague, et al., 2001); vandalism (Mayer & Butterworth, 1995); aggression (Grossman et al., 1997); later delinquency (Kellam et al., 1998; O'Donnell, Hawkins, Catalano, Abbott, & Day, 1995); and alcohol, tobacco, and other drug use (Biglan, Holder, Brennan, & Foster, 2004) have been documented. Positive changes in protective factors such as academic achievement (Kellam et al., 1998; O'Donnell et al., 1995) and school engagement (O'Donnell et al., 1995) have also been documented as using a positive school discipline program, such as *Best Behavior*, in concert with other interventions.

Research indicates that practices like those taught in *Best Behavior* are related to positive outcomes, ranging from decreased discipline problems to increased academic achievement and teacher satisfaction.

What *Best Behavior* Provides

Best Behavior provides proven, effective management methods for students in school common areas (*all* students), for those at risk of behavior problems (*some* students), and for the (*few*) students in your school who are already disruptive and exhibit undisciplined behavior. This integrated approach has been shown to be effective in research (Walker et al., 1996) but has only recently been broadly adopted by schools and school systems. Without an integrated approach to melding school, classroom, and individual student supports, schools often use effective strategies in a piecemeal and inconsistent fashion, thereby reducing their impact.

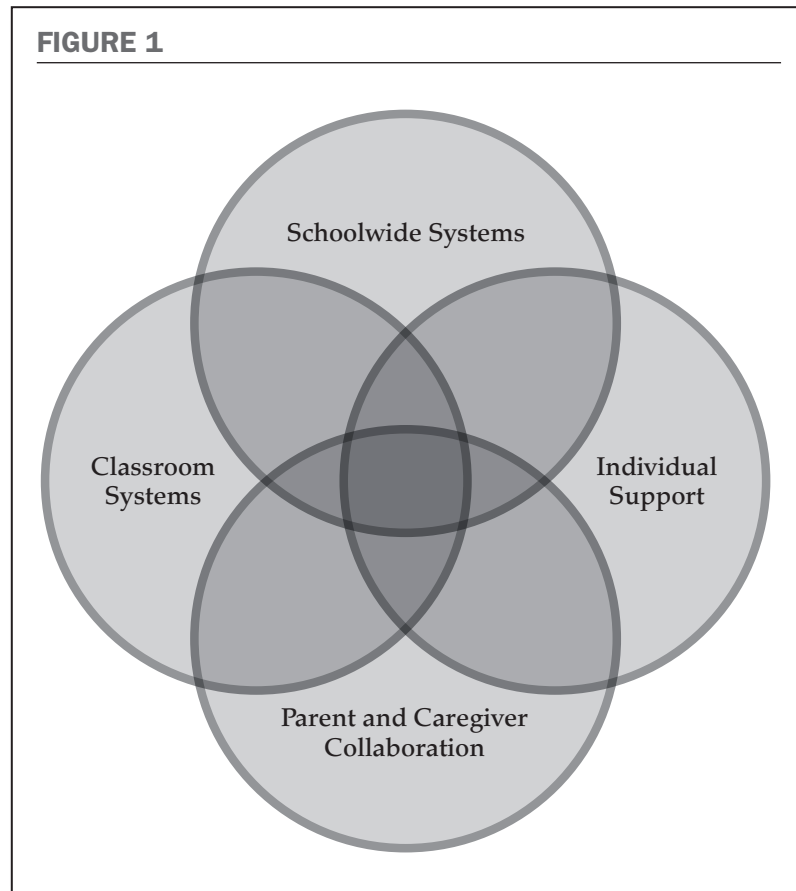
Best Behavior provides a standardized staff development program aimed at improving school and classroom discipline and reducing associated outcomes, such as school violence and alcohol, tobacco, and other drug use. It is based on the Positive Behavioral Interventions and Support (PBIS) approach (Sugai & Horner, 2010; Walker, et al., 1996) developed at the University of Oregon and the National Center on Positive Behavioral Interventions and Supports (www.pbis.org), an Office of Special Education Programs–funded research center.

Best Behavior provides:

- Proven practices that support schools and the healthy development of students
- A comprehensive program for delivery and improvement cycles
- An integrated, tiered approach to meet all student needs

The goal of *Best Behavior* is to facilitate the academic achievement and healthy social development of children and youth, in a safe environment that is conducive to learning.

Best Behavior addresses schoolwide, classroom, and individual student interventions, as well as family communication and collaboration. It is one of the few programs that offers supports for *all* students in the school, *some* students with additional needs, and the *few* students who need the most intensive supports (as outlined in Chapter 3). Figure 1 shows the interconnection of each of these areas.



Changes to the New Edition

As noted above, the first edition of the *Best Behavior* book gave school personnel tools to support *all* students in the school (whole school methods), *some* students who are at risk for academic and behavioral failure, and a *few* students who present the most serious challenges. This revised edition adds a range of new examples and advanced “recipes” for implementing PBIS procedures that were not included in the original book. *Best Behavior* has been attractive to educators because it is both simple and comprehensive, and this new version continues that tradition.

The following material is included in this updated book.

- Companion and supplemental materials providing advanced examples and detailed scripts for implementing key aspects of the *Best Behavior* approach.
- Checklists to guide program implementation.
- New materials for students and families.
- A new chapter on bullying and harassment with critical information about cyber bullying.
- A case study of one school's experience using the *Best Behavior* system.

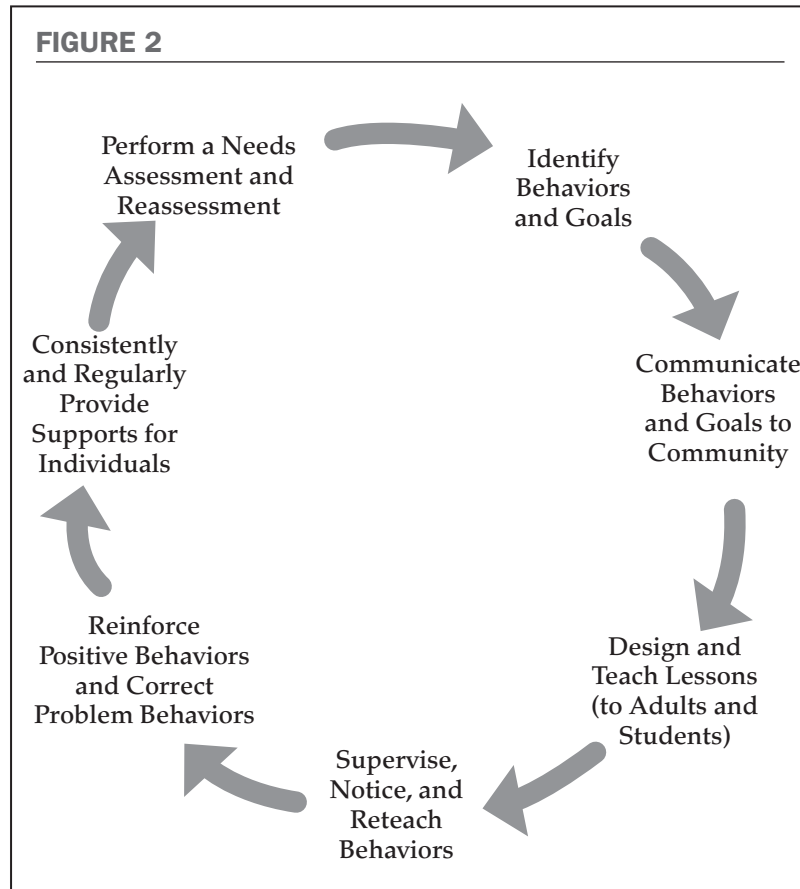
How *Best Behavior* Will Help You

Improve Schoolwide Practices

You will learn to:

- Carry out strategies for improving the consistency and the effectiveness of school discipline systems. We recommend that every school employ a representative team to implement each strategy in this guide.
- Assess the current status and needs of your school regarding discipline and safety and use that assessment to set goals. Interventions are more effective if they are based on a comprehensive and representative needs assessment.
- Develop a plan for choosing and teaching school rules and behavior expectations. Schools should use a small number of clear, positively stated rules to guide both students and teachers.
- Develop a plan to directly teach expected behavior in your school. Students must be regularly taught expected behavior to assure maintenance. Complete teaching scripts are included.
- Develop a plan to actively supervise all students in common areas such as hallways, cafeterias, and playgrounds. Much problem behavior occurs in common areas of the school. *Best Behavior* outlines a simple but powerful strategy for improving common-area supervision.
- Develop a plan for preventing harassment, bullying, and cyber bullying. Such plans should include creating lesson plans outlining correct behavior and pairing interventions with *Best Behavior* strategies.
- Use office discipline referral patterns and other data to continuously improve and share success with all adults in the school. School personnel perform better and buy in to program improvement if they get regular feedback on discipline patterns in the school.
- Work to build and sustain effective management practices in your school. Improving school discipline and academic achievement is an ongoing process.
- Achieve consistency between classroom and schoolwide discipline procedures. As schoolwide procedures are established, you will link them to your classroom management routines and practices and to your students' academic performance.

Figure 2 provides a visual of the chain events that occur before, during, and after behavior support takes place.



Improve Classroom Management Effectiveness

You will learn to:

- Decrease student misbehavior in the classroom and prevent problems before they start by using your behavior strategically.
- Effectively and consistently gain student attention. Using clear signals in the classroom minimizes disruption.
- Use effective systems to reward and maintain expected social and academic behavior. Students need clear, consistent encouragement.
- Foster cooperative, respectful, and responsible behavior between students by directly teaching and providing positive and corrective feedback. Predictable problems in classrooms can be solved by preventive teaching.
- Directly teach and support positive student social skills in the classroom. Expected behaviors need to be taught and reviewed.
- Avoid power struggles.

☑ Improve Support Systems for Individual Students

You will learn to:

- Objectively assess the reasons for student misbehavior and develop universal positive support plans tailored for individual students. Thinking functionally about behavior will increase your effectiveness.
- Respond effectively to bullying and harassment (including cyber bullying), noncompliance, and escalating behavior. Use your behavior to defuse these challenges.
- Teach students to self-manage their behavior and learning. Self-control and intrinsic motivation are taught using simple procedures.

☑ Collaborate Effectively with All Parents and Caregivers

Parents are valuable partners in promoting student success.

You will learn to:

- Develop strategies for positive communication with families. It is critical to inform families of your schoolwide and classroom procedures.
- Collaborate with parents to support healthy and safe behavior at home and at school.
- Support parents to prevent and respond to bullying and cyber bullying.

The materials included in this guide are designed to be used for both your practice and for the support of team-based training. The best results are obtained when all the adults in the school use the practices, all students are affected, and data are used continually to improve and sustain each school system (e.g., schoolwide, classroom, individual student) and intervention method (e.g., school rule teaching, self-management). Chapter 2 will outline our approach to providing team-based staff development.

How This Guide Is Organized

Best Behavior is organized into four sections: (1) Schoolwide Positive Behavior Interventions and Supports, (2) Classroom Management, (3) Individual Student Supports, and (4) Family Support and Conclusions. Each chapter is designed to be used to support team-based staff-member development at the building or school district level.

Section 1: Schoolwide Positive Behavior Interventions and Supports

Chapter 2: Best Behavior Staff Development: What It Looks Like. This chapter describes the logistics of the staff development and technical assistance program. We outline recommended start-up procedures and tasks and provide sample training agendas to illustrate the approach.

Chapter 3: Introduction to the Challenge of Antisocial Behavior: The Three-Tiered Approach. We begin this chapter by outlining the challenge of school violence and discipline problems. It is critical for educators to understand the prevalence of destructive life outcomes for children who are antisocial if they are not given positive behavior supports. We close by providing a review of evidence-based, effective practices. Knowledge of what works and what doesn't can guide you and your school's team as you build and implement your interventions.

Chapter 4: Building Positive Behavior Interventions and Supports: One School's Story. In this chapter, we describe the components of a schoolwide positive behavior support system. Conducting a needs assessment is the first step in the program development, and we present a self-assessment of the essential practices in your school and ask you to identify priorities for intervention. You will also develop three to four annual goals into an action plan.

Chapter 5: Defining Schoolwide Behavior Expectations. In this chapter, you will learn how to define behavior expectations (e.g., compliance to adult requests, positive peer-to-peer interactions, academic effort, and school safety) for your school and communicate them to all adults and students.

Chapter 6: Communicating and Teaching Schoolwide Behavior Expectations. In this chapter, you will learn the basics of teaching and communicating behavioral expectations and develop a sample lesson plan for teaching them. We present practical methods for increasing consistency of rule teaching and making it fun for both adults and students. As you consider the adoption of research-validated social-skills curricula, such as the Second Step Violence Prevention Curriculum (Committee for Children, 1997) or the Life Skills Training (Botvan, 1979), you will find that the recommendations in this chapter provide an excellent foundation for maximizing their effectiveness.

Chapter 7: Schoolwide Recognition and Reward Systems: Creating a Positive School Culture. In this chapter, we list the components of effective reward systems, discuss facts and fictions about positive reinforcement, and present ideas for increasing consistency among the adults in the school. You also have the opportunity to build a schoolwide recognition and reward system. We will discuss a continuum of recognition systems that cover the array from external systems to intrinsic motivational systems.

Chapter 8: Systematic Supervision of Common Areas. Common areas, such as cafeterias, playgrounds, and hallways are often overlooked as the source of many behavioral problems in schools. In this chapter, we present four essential techniques of active supervision: (1) positive contacts with students, (2) positive reinforcement, (3) scanning and movement, and (4) correcting behavioral errors. We present a method for planning a strategy to make your common areas safer and more positive.

Chapter 9: Preventing and Responding to Aggressive Social Behavior, Bullying, and Harassment. No matter what their experiences or background in growing up, most adults can remember at least one or two occasions during childhood where they were picked on, made fun of in front of peers, humiliated in some way, threatened, intimidated, or perhaps even beaten up. Most can clearly recall the student or students who did these things, as well as details and circumstances surrounding the incident(s), even though they may not be able to remember much else from this period in their lives. This chapter describes the background of various forms of aggression, bullying, and harassment in schools (including cyber bullying) and lists the components of an effective response to these aggressive behaviors. We also discuss how a schoolwide bullying prevention strategy can integrate with *Best Behavior*.

Chapter 10: Using Data to Diagnose Schoolwide, Classroom, and Individual Student Systems. Larry Irvin and his colleagues (Irvin, et al., 2004) suggest that analyzing office discipline referral patterns in schools provides a simple but useful source of data to make decisions about the effectiveness of schoolwide, classroom, common area, and individual student interventions. In this chapter, we describe features of a good discipline referral system, provide model discipline referral forms, and offer a set of decision rules to detect school program improvement needs.

Section 2: Classroom Management

Chapter 11: Classroom Organization: The Foundation of Classroom Management. Classroom organization is the beginning of a comprehensive and evidence-based approach to improving classroom management effectiveness. The techniques are simple and powerful when implemented consistently across classrooms in your school. We describe the organization of an effective classroom and provide a checklist to evaluate your classroom environment. You will be asked to set goals for improving your classroom environment.

Chapter 12: Designing and Teaching Classroom Behavioral Expectations. We recommend linking schoolwide behavior expectations and routines to those used in your classroom. As a teacher, you have unique routines and expectations that fit your classroom and teaching practices. In this chapter, we guide you to develop a few positive classroom rules that are linked to the schoolwide system. We also describe how teaching and encouraging compliance to classroom rules contribute to effective classroom management.

Chapter 13: Preventive Interactions. If we want to change a student's behavior, then we must change our own behavior. This chapter presents some very useful preventive interactions that can minimize problem behavior in your classroom. You will learn to use a consistent attention signal for the whole class and to use direct speech when giving instructions to students. We will teach you how to stay out of power struggles and to present a specific, predictable request sequence to noncompliant students. We will show you how to teach an on-task routine, called the Concentration/Focus Power Game, to increase on-task behavior and to use during disruptions.

Chapter 14: Using Positive and Corrective Consequences to Change Behavior. Effective teachers use a combination of positive reinforcement for expected behavior and firm but fair corrections for behavioral errors. In this chapter, you will identify positive consequences to use in your classroom as well as effective corrective consequences as we will discuss the importance of neutral positive statements and neutral corrective statements. You will also design integrated motivational systems to teach and reinforce positive behavior change.

Section 3: Individual Student Supports

Chapter 15: Responding to Escalating Behavior and Power Struggles. Escalating behavior and power struggles exhibited by students seriously impact the proper functioning of a school and classroom. Behaviors such as aggression, bullying, severe disruption, and acting-out can cause major problems for adults and students, in terms of personal safety and stress, and significantly disrupt the teaching and learning processes in school. In this chapter, we identify common assumptions that get teachers into power struggles, and we suggest procedures to both avoid them and deescalate behaviors.

Chapter 16: Thinking Functionally About Behavior. Behavioral approaches to school and classroom management provide some of the most effective solutions to reducing problem behavior. Functional Behavioral Assessment (FBA) methods (O'Neill et al., 1995) provide an easy way to assess the motivation behind problem behavior and link our response logically to that motivation. In this chapter, you will learn to define functional behavioral assessment, list the outcomes of a complete functional behavioral assessment, describe information needed for a functional behavioral assessment, and discuss the logical link between functional behavioral assessment outcomes and positive support plan procedures that can be adapted. Thinking functionally works for students in special education as well as for those in mainstream education.

Chapter 17: Building Positive Behavior Support Plans for Individual

Students. We need to develop positive support plans that fit our skills, values, and resources. In this chapter, you will learn to describe the logical link from functional assessment results to positive supports and discuss what changes adults can make to bring about change in student behavior. Positive behavior support plans help us make problem behaviors irrelevant, ineffective, and inefficient by teaching and encouraging replacement behaviors. Most common chronic behaviors that require individual interventions can be dealt with through the development of schoolwide templates that can be individualized for students requiring Tier II interventions. Universal positive behavioral support plans that can be adapted for individual students are included.

Chapter 18: Adapting Curricula to Prevent Problem Behavior. One of the principal reasons why students misbehave in school is due to instruction that is too difficult or poorly adapted. In this chapter, you will learn to use instruction and curriculum adaptation to help students become more successful and behave better. You will learn to describe classes of adaptation that can prevent problem behavior, outline a process for adapting curricula and instruction, and develop and adapt a classroom lesson to prevent problem behavior.

Chapter 19: Teaching Students Who Are at Risk to Self-Manage Their Behavior. Many of us hope that our students will become self-directed, intrinsically motivated learners. H.M. Walker (1995) indicates that teachers value compliance to reasonable requests and students who are prepared for class and do their best to complete assigned work. Safe, respectful, and responsible students learn to self-manage their behavior. In this chapter, we describe the purposes and benefits of teaching self-management, describe the core features of self-management programs, and illustrate how to design and teach a self-management program.

Section 4: Family Support and Conclusions**Chapter 20: Working with Families and the Community for Best Behavior.**

Parents and caregivers are key partners in supporting school success and encouraging expected behaviors from children. This chapter provides you with ideas and resources to communicate and work cooperatively with parents and/or caregivers. The first part of the chapter provides tips and effective strategies for teachers. The second part outlines effective parenting practices and includes reproducible sheets for family use.

Chapter 21: Planning to Sustain and Improve Your Success with Best

Behavior. In the conclusion, we ask you to reflect on your learning and set goals for the continued improvement of practices in your school. This chapter provides you with ideas and resources to sustain positive practices in your school.

Reflection

Personalizing Your Learning From *Best Behavior*

Please take a few minutes to write down your thoughts before you begin *Best Behavior*.

1. Things I would like to learn about effective positive behavior support practices are . . .

2. The most frustrating behavior I encounter is . . .

3. If I could have any resources for supporting a student, they would be . . .

4. Things that work when dealing with problem behavior are . . .

5. Things that don't work when dealing with problem behavior are . . .

6. Some ways to improve discipline consistency in my school are . . .

7. Some roadblocks to gaining discipline consistency in my school are . . .

Second Edition

Grades **K–12**

BEST Behavior

*Building Positive
Behavior Support
in Schools*

Nationally and globally, schools continue to struggle to effectively address student behavioral issues. **Best Behavior** remains at the forefront, giving schools, teachers, and the community the tools and strategies they need to establish a positive culture of behavior management and interventions that foster student success.

This second edition responds to the urgent need for proven strategies that can assist schools in implementing and maintaining Positive Behavior Interventions and Supports (PBIS). Such help is needed to achieve effective schoolwide discipline, classroom management, individual student support, and communication and collaboration with families.

Critical and timely topics and tools in this second edition include:

- A new chapter on aggression, harassment, bullying, cyber bullying, and integrating **Best Behavior** with antibullying and social skills curricula
- Expanded strategies, tips, scripts, templates, and sample expectations, lesson plans, letters, and forms to allow schools to use and customize a variety of effective PBIS approaches
- Detailed examples, case studies, and ideas from schools that have successfully implemented **Best Behavior**
- More clearly outlined steps and forms for developing and enacting RTI procedures for dealing with students who are in need of Tier II and Tier III behavior interventions
- Greater support for home/school collaboration, including research-based teacher tips and numerous tools, such as a good-news note, a sample newsletter, a model note and letter for caregivers, and a sample schedule and calendar suggesting when and what to communicate
- Increased focus on sustaining a dynamic and responsive system, using problem-solving and data-driven review to respond to changes in school or student needs

Best Behavior, based on more than 30 years of research, provides schools with the effective strategies needed to reduce behavior issues and to create and sustain safe, positive learning environments for students.

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