

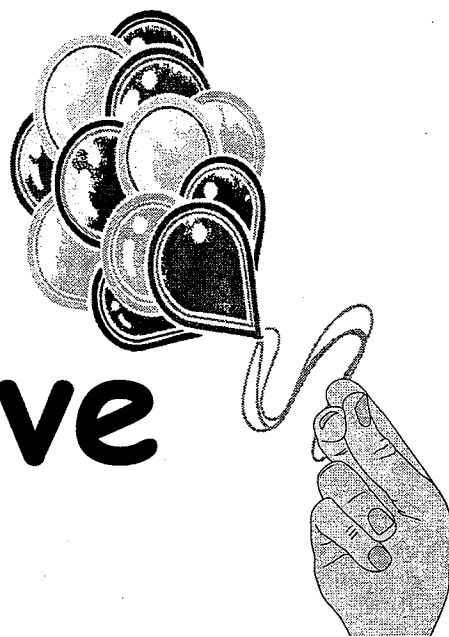
The Colorado Department of Education

Special Education Services Unit

Trainer of Trainers

Randy Sprick, Ph.D.

**Proactive
and Positive
Behavior
Management**



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Things To Do!

- 1 Identify a misbehavior or trait exhibited by several(many?) students. _____
2. On the chart below, fill out each section after it has been discussed in the workshop.

Things to do:	Already completed	Priority: A—Within two weeks B-- If there is time C- Low priority For items labled A & B, make notes on implementation.	Finished
1. Design rules that communicate your most important expectations. Be sure to address Item 1 above.			
2. Develop consequences for common rule infractions. Address Item 1 above.			
3. Develop and post "Guidelines for Success." Address Item 1 above.			
4. Develop a plan for responding to misbehavior that is not directly covered by the classroom rules.			
5. Develop an "Attention Signal."			
6. Prepare lessons on your behavioral expectations for each major activity. (Address Item 1 above).			
7. Prepare lessons on your behavioral expectations for each major transition. Include time criteria.			
8. Analyze the physical setting--modify the setting if necessary and possible.			
9. Design a workable schedule with time for teaching behavioral expectations (especially at the beginning of the year), teacher directed instruction, cooperative tasks, and independent tasks.			
10. Design routines or policies for:			
Attendance/tardiness procedures			
Heading papers			
Assigning work			
Homework			
Late work			
Materials			
Collecting work			
11. Design procedures for students to check off completed work.			
12. Evaluate and improve your presentational style.			
13. Examine instructional expectations to insure that you have clear and important objectives for each instructional activity.			
14. Develop a plan for providing frequent positive feedback for following rules, striving toward the "Guidelines," and for meeting expectations. Monitor interactions with students.			
15. Develop and implement individual and whole-class rewards that can be used as intermittent celebrations of success.			
16. Decide if your students could benefit from one or more structured systems for reinforcing responsible behavior.			

Evaluate and Revise Your Management Plan

Notes: _____

1. Design rules that communicate your most important expectations.

Plan to post this information in a prominent place.

If you wish to work these out with the students, predetermine if there are any rules that you need to establish in order to effectively teach.

Rules should be specific, observable, and (for the most part) stated positively.

Avoid having over five rules.

SAMPLE RULES:

Follow directions immediately.

Work during all work times.

Keep hands feet and objects to yourself.

Arrive on time with all materials (pencil, notebook, textbook, paper).

Identify if any of your classroom rules require additional instruction. When and how will you provide this instruction?

2. Develop consequences for common rule infractions.

Establish consequences that fit the nature of the problem, but that are as mild as possible.

Implement consequences calmly and consistently.

When possible, consequences should be implemented immediately in the setting in which the infraction occurs.

Possible classroom consequences include:

- Gentle verbal reprimand
- Keep a record of the behavior
- Behavior improvement form
- Parental contacts
- Restitution
- Time owed
- Time out -- Three possible levels include:
 - removal from small group instruction
 - isolation area in class

Reduction of points earned (behavior incorporated into grading)

- After school/after-school detention
- Student is required to devise a plan for own behavior
- Restriction from privileges
- ????? Sent to another class
- Sent to office

Possible consequences assigned by administrator:

- In-school suspension
- Saturday school
- Work detail
- Sent home
- Shortened day
- Parental supervision at school
- Restricted movement or modified schedule
- Suspension

Implementation ideas:

Behavior Counting Form

Name _____ Week of _____

Behavior to be counted _____

Monday

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Tuesday

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Wednesday

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Thursday

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Friday

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Behavior Counting Form

Name _____ Week of _____

Behavior to be counted _____

Monday

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Tuesday

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Wednesday

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Thursday

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Friday

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Misbehavior Description Form

Description of misbehavior:

Teacher Signature

Student Signature

Date

Misbehavior Description Form

Description of misbehavior:

Teacher Signature

Student Signature

Date

Misbehavior Description Form

Description of misbehavior:

Teacher Signature

Student Signature

Date

Misbehavior Description Form

Description of misbehavior:

Teacher Signature

Student Signature

Date

Tally of Rule Violations

Week of _____

Name	Mon.	Tues.	Wed.	Thurs.	Fri.	TOTAL

Code

A = Arguing D = Disruptive O = Off Task T = Talking

From *Chaos/Classroom Out of Control*, Plan B; *Distractibility/Short Attention Span*, Plan F; and *Talking/Excessive Noise in Class*, Plan C

BEHAVIOR IMPROVEMENT FORM

NAME: _____ DATE: _____

1. WHAT WAS YOUR BEHAVIOR?

2. WHAT DID YOU WANT? (CHECK AT LEAST ONE

I WANTED TO BE IN CONTROL OF THE SITUATION.

I WANTED TO CHALLENGE THE TEACHER'S AUTHORITY.

I WANTED TO AVOID DOING MY WORK.

I WANTED TO BE SENT HOME.

I WANTED TO CAUSE PROBLEMS FOR OTHERS BECAUSE I AM MISERABLE INSIDE.

I WANTED TO CAUSE PROBLEMS BECAUSE THEY DON'T LIKE ME.

I WANTED _____

3. DID YOU GET WHAT YOU WANTED? YES ___ NO ___

WHY _____

4. WHAT ARE YOU REQUIRED TO DO NEXT? _____

5. WILL YOU BE ABLE TO DO IT APPROPRIATELY? _____

Developed by Dr. Geoff Colvin,
Principal--Lane School, Eugene, Oregon

3. Develop and post “Guidelines for Success.”

Design the Guidelines to be hierarchical, with the first describing the most important trait you want all students to learn to exhibit.

Sample Guidelines for Success:

Be Responsible
Always try.
Do your best.
Cooperate.

Use the Guidelines as the basis for positive feedback, corrections, class-wide discussions, monthly themes, assignments, celebrations of progress, guest speakers, and so on.

Make notes on your plan to develop and implement “Guidelines for Success.”

CHAMPs Classroom Activity Worksheet

Activity: _____

CONVERSATION

Can students engage in conversations with each other during this activity?

If yes, about what?

With whom?

How many students can be involved in a single conversation?

How long can the conversation last?

HELP

How do students get questions answered? How do students get your attention?

If students have to wait for help, what should they do while they wait?

ACTIVITY

What is the expected end product of this activity? (Note: This may vary from day to day.)

MOVEMENT

Can students get out of their seats during the activity?

If yes, acceptable reasons include:

Pencil

Restroom

Drink

Hand in/pick up materials

Other:

Do they need permission from you?

PARTICIPATION

What behaviors show that students are participating fully and responsibly?

What behaviors show that a student is not participating?

6. Prepare lessons on your behavioral expectations for each major activity.

Identify critical content: "What do students need to know in order to behave responsibly?"

Be sure to clarify (for each major activity):

Conversation

Help

Activity

Movement

Participation

Use the worksheet on the following page to prepare a lesson for teaching and reviewing expectations of a major instructional activity.

Plan to teach expectations for at least the first week of school, immediately before and after vacations, and anytime quite a few students are chronically exhibiting irresponsible behavior.

Lesson activities might include

Lecture

Visual displays

Modeling

T-charts

Role play

Discussion

7. Prepare lessons on your behavioral expectations for each major transition.

- Include time criteria.
- Clarify each aspect of CHAMPs.
- Transitions include:
 - Arriving at the classroom
 - Beginning class/routines
 - Getting out necessary materials
 - Changes in location
 - Putting things away
 - Cleaning up
 - Leaving the classroom
 - School-wide settings
(halls, cafeteria, playground, bus waiting areas, assemblies, and so on)

10. Design routines or policies for:

Attendance/tardiness procedures

Heading papers

Assigning work

Homework

Late work

Bringing materials to and from class

Collecting work

11. Design procedures for students to check off completed work.

Posted wall chart

Assignment sheet

Personal checklist

Completed Assignments

Week of _____

Directions: When you turn in an assignment, put your initials in the space next to your name, under that assignment.

Name

Name						

Work Completion Form

Name _____ Week of _____

Period	Subject	M	T	W	TH	F
I wrote down the assignment.						
I started the assignment.						
I finished the assignment.						
I handed in the assignment.						
Period	Subject	M	T	W	TH	F
I wrote down the assignment.						
I started the assignment.						
I finished the assignment.						
I handed in the assignment.						
Period	Subject	M	T	W	TH	F
I wrote down the assignment.						
I started the assignment.						
I finished the assignment.						
I handed in the assignment.						
Period	Subject	M	T	W	TH	F
I wrote down the assignment.						
I started the assignment.						
I finished the assignment.						
I handed in the assignment.						
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I wrote down the assignment.						
I started the assignment.						
I finished the assignment.						
I handed in the assignment.						

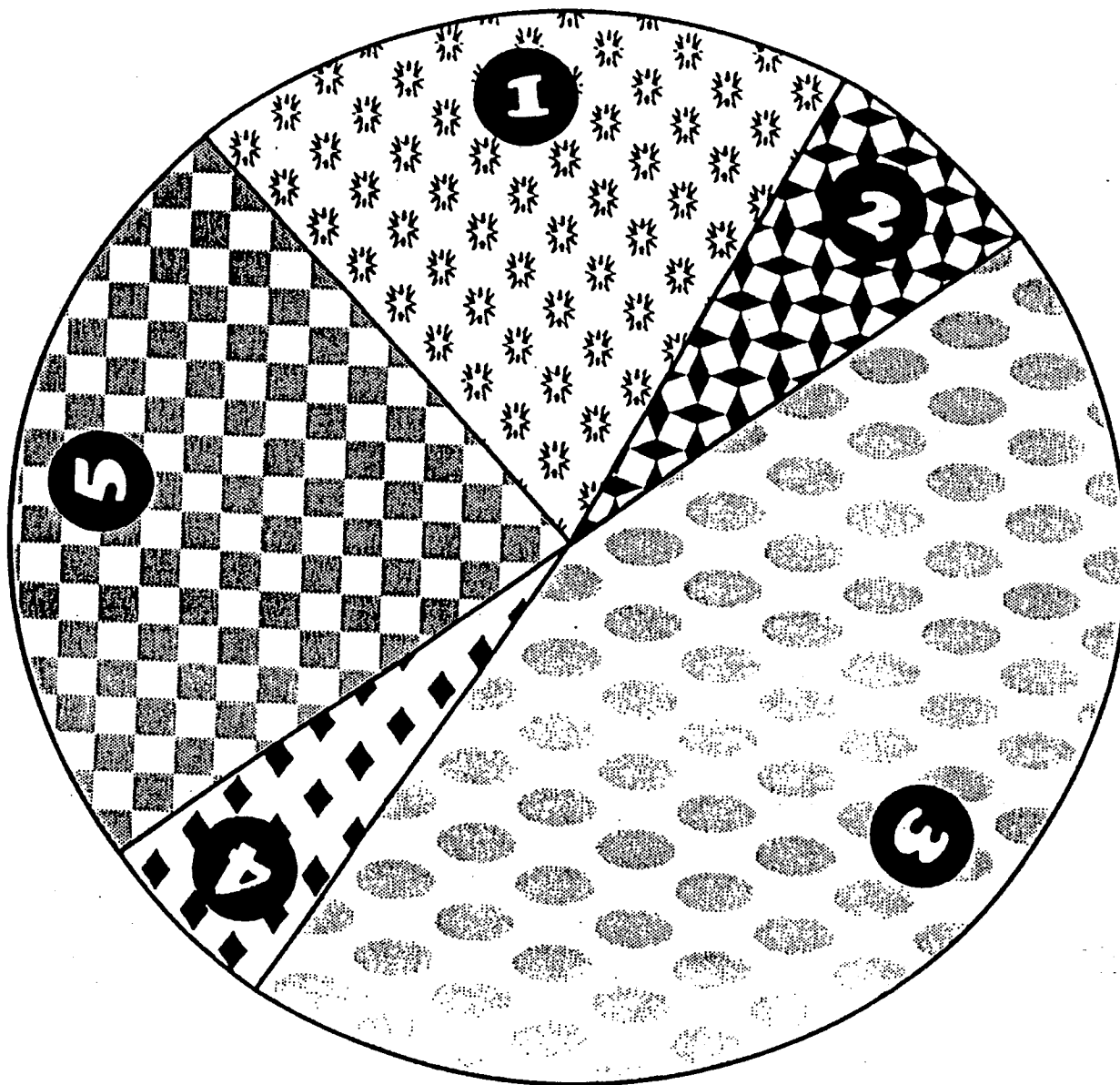
I will put an "X" in any box where nothing was assigned or due during that subject/period.
 When a box is successfully completed, I will initial that box.

I will meet with _____ each day to discuss my progress.

When/Where: _____

Reprinted with permission from *Intervention K: Self-Monitoring*, one of 16 intervention booklets in:
 Sprick, R., Sprick, M., & Garrison, M. (1993). *Interventions: Collaborative planning for students at risk*. Longmont, CO: Sopris West.

Spinner



Lottery Ticket

Date _____

_____ has been especially responsible today. This ticket is worth one chance in the lottery drawing _____.

Lottery Ticket

Date _____

_____ has been especially responsible today. This ticket is worth one chance in the lottery drawing _____.

Lottery Ticket

Date _____

_____ has been especially responsible today. This ticket is worth one chance in the lottery drawing _____.

Lottery Ticket

Date _____

_____ has been especially responsible today. This ticket is worth one chance in the lottery drawing _____.

Lottery Ticket

Date _____

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_____ has been especially responsible today. This ticket is worth one chance in the lottery drawing _____.

Lottery Ticket

Date _____

_____ has been especially responsible today. This ticket is worth one chance in the lottery drawing _____.

Lottery Ticket

Date _____

_____ has been especially responsible today. This ticket is worth one chance in the lottery drawing _____.

Weekly Record Sheet

Date _____
Class period _____

Reminders _____

Name	Mon.	Tues.	Wed.	Thur.	Fri.	Total

Code:

Weekly Record Sheet

Date _____

Reminders _____

Class period _____

Total _____	Total _____	Total _____	Total _____	Total _____
Total _____	Total _____	Total _____	Total _____	Total _____
Total _____	Total _____	Total _____	Total _____	Total _____
Total _____	Total _____	Total _____	Total _____	Total _____
Total _____	Total _____	Total _____	Total _____	Total _____
Total _____	Total _____	Total _____	Total _____	Total _____
Total _____	Total _____	Total _____	Total _____	Total _____
Total _____	Total _____	Total _____	Total _____	Total _____

Code:

Proactive, Positive, and Instructional Discipline In the Classroom and School-Wide

Presented by Randy Sprick, Ph.D.

Behavior and Power

- A. Disruptive students make us feel powerless.
- B. We do not have the power to “make” students behave in a cooperative and motivated manner.
- C. We do have the power to establish a climate of respect and cooperation.

I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized."

Haim Ginott

Discipline: The Continual Teachable Moment

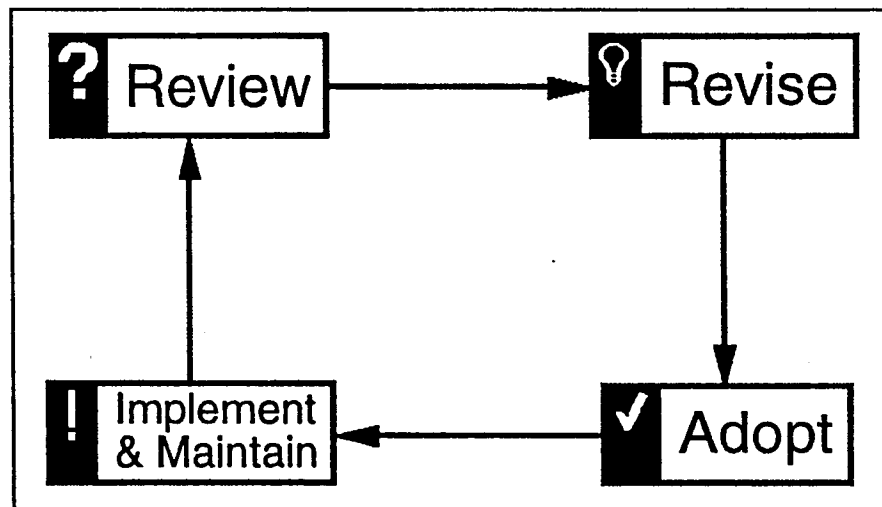
- A. Structure all school settings for behavioral and academic success.
- B. Develop and teach clear expectations for student behavior.
- C. Model high energy, excitement and love of learning. (Emulate a masterful coach.)
- D. Provide positive feedback to encourage and maintain responsible behavior.
- E. Correct misbehavior calmly and consistently.

The Research Literature on Effective Schools

Research You Can Use to Improve Results -- Kathleen Cotton
Association for Supervision and Curriculum Development
1-800-933-2723

Involve the staff in an on-going improvement effort to design, implement and maintain a proactive SWBP.

View the task of creating a safe and productive school as an on-going process.



Establish a leadership team. The team should:

- Include a building-level administrator
- Represent all segments of the staff.
- Meet on a regular basis.
- Analyze current practices--surveys, observations, referrals
- Reinforce what is working well.
- Guide change and implementation of revised practices.

Entering Referrals Into a Summary Data Base

Each referral should be summarized within a spread sheet to allow you answer questions such as:

Which day of the week has the highest number of referrals?

Which month of the year has the highest average-daily referrals?

What time of day has the most frequent referrals from classrooms?

What percentage of the total classroom referrals are from the three teachers with the most classroom referrals?

What type of offense is the most common:

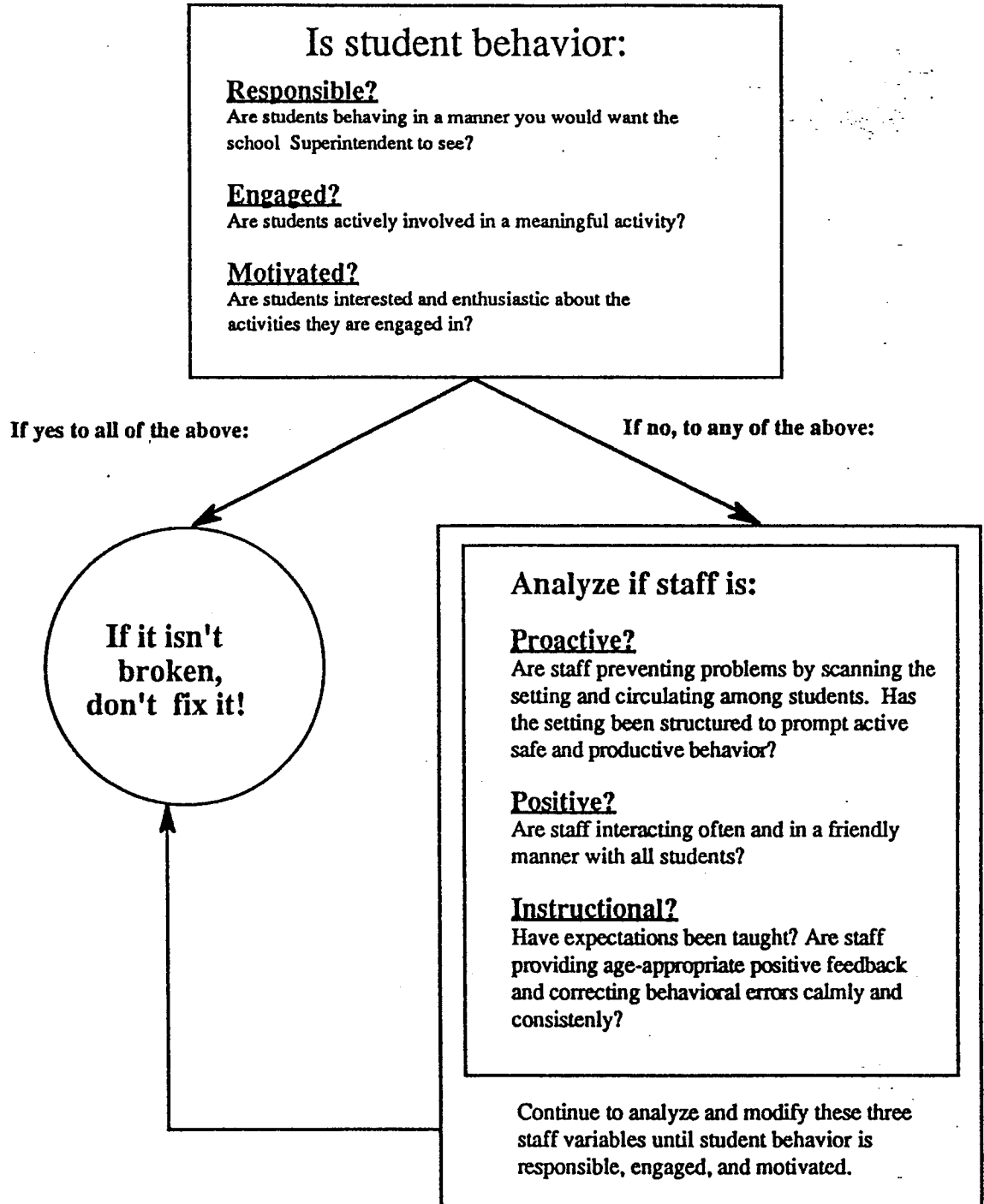
Office Referral?

Administrative Notification?

After School Detention?

Date	DAY/Wk	CLASS or TIME	SETTING	REF. TYPE	REF. STAFF	STUD. NAME	STUD. GENDER	INFRAC- TION	CONSE- QUENCE	Race

Is the Setting Safe and Productive?



Note: If the behavior of a small number of students (e.g., < 5%) is irresponsible, it may be necessary to set up individualized plans for these students.

The Content of a School-Wide Behavior Plan

- A. Beliefs
- B. Procedures to Encourage Responsible Behavior
- C. Procedures to Correct Irresponsible Behavior
 Including Office Referrals
- D. Common Area Procedures
- E. Classroom Procedures

A. Beliefs

SAMPLE MISSION STATEMENT

We, the staff of Lincoln Elementary, are committed to providing all students with the behavioral and academic skills to reach their fullest potential and to become responsible life-long learners.

SAMPLE STATEMENT OF STAFF BELIEFS

All staff members contribute to Lincoln Elementary School's friendly, inviting environment. We set the tone through our actions and attitudes. We will demonstrate our continuous support and encouragement of students in four important ways.

1. We will teach students the expectations for responsible behavior in all school environments by relating student actions to our guidelines for success. That is, we will encourage students to be responsible, to always try, to do their best, to cooperate with others, and to treat everyone with dignity and respect.
2. We will provide positive feedback to students when they are meeting expectations and following the guidelines for success.
3. We will view minor misbehaviors as teaching opportunities, and respond calmly and consistently with corrections or consequences.
4. We will work collaboratively to solve behavior problems that are chronic or severe in nature.

SAMPLE GUIDELINES FOR STUDENT SUCCESS

1. Be Responsible.
2. Always try.
3. Do your best.
4. Cooperate with others.
5. Treat everyone with respect (including yourself).

B. Procedures to Encourage Responsible Behavior

One way to analyze this is to consider basic human needs:

- recognition
- acknowledgment
- attention
- competence
- purpose
- belonging
- stimulation/change

Positive programs/procedures in your school should help meet each student's needs.

Positive programs might include:

- Using effective instructional practices.
- Fostering regular & positive interactions between staff and students
- Targeting the most needy students for special attention
- Sending positive reports about a student's behavior to that student's parents
- "School Buddies" (Mentorship)
- Having a Homework Room
- Golden Tickets
- Meaningful Work
- Individualized Behavior Management Plans
- CARE
- Student of the Week

- Lunch with the Principal
- Goal Achieved! Book
- The Responsible Student Behavior (RSB) System
- Class-wide Goal of the Month
- Principal Award
- Calling Students With the Highest Score on Class Tests
- Honor Roll
- Grades
- Attendance/Punctuality Letter
- Problem Solving Task Force

D. Common Area Procedures

Is each setting safe and productive?

Possible Reasons for Misbehavior in Common Areas

- Expectations are not clear
- Expectations are not taught
- Setting is not organized/structured for success
- Inadequate supervision
- Inconsistent supervision
- Emotional supervision

A staff handbook should identify (for each common area):

The Goal

The Expectations for Students

The Consequences for Infractions

Procedures to Encourage Responsible Behavior

Supervision Responsibilities

Teaching Responsibilities

Hallways/Restrooms/Passing Periods

Goal

The hallways and restrooms of Franklin Middle School will be safe environments where people interact with courtesy and respect.

Responsible Hallways/Restrooms/Passing Periods Behavior

Note: The following list of expectations is designed to help staff increase consistency while supervising common areas and to provide teachers with a basis for teaching and reteaching responsible behavior. Given the complexity of expectations, students should not be asked to memorize or recite these expectations verbatim.

1. When moving from one class to the next, students will move safely through the hallways.
2. With 1,100 people in the hallways at the same time, there is going to be noise. However, each individual should try to keep the noise down. Use a normal speaking voice. If you want to talk to someone down the hall, go to them rather than shouting at them. Close lockers quietly.
3. During class time, you must have a signed pass to be in the hallways.
4. Treat everyone with dignity and respect.
5. If a staff member asks to speak with you, stop and talk with that person.
6. If a staff member requests that you correct a behavior, do what the staff member asks you to do. If you feel you have been treated unfairly, make an appointment to discuss the situation with that staff member. If you still feel you are being treated unfairly, you may make an appointment to see the assistant principal to discuss the situation.

Consequences for Infractions

When a student misbehaves, staff will calmly and consistently implement the mildest consequence that is appropriate.

1. Give a verbal reprimand.
2. Use positive practice—for example, have the student go back and walk.
3. Briefly delay the student.
4. Submit an incident report to the administrator.
5. Use office referral only for insubordination or for dangerous or illegal situations.

(continued)

*Responsibility in Common Areas—Hallways/Restrooms/Passing Periods (continued)**Supervision Responsibilities*

1. Each teacher is responsible for being in the hallways and supervising restrooms during one passing period each day. During at least two other passing periods, teachers should be in the hallways or in their doorways. The staff of each wing will be responsible for establishing their own supervision routine for hallways and restrooms. The schedule will be arranged so that one male and one female teacher are available to do a quick walk through student restrooms to make sure there are no major problems.
2. While in the hallways or classroom doorways, staff will interact positively with students as they pass by. The goal is for staff to supervise in a warm and friendly way rather than in a cold and hostile way.
3. If a student violates a rule, staff will use a respectful but firm voice to inform the student of what he/she should be doing. Staff will point out the appropriate behavior the student needs to exhibit.
4. For repeated infractions, staff will have the student go back and walk, or delay the student for a short period of time.
5. If a student refuses to follow instructions, staff will inform the student that he/she can choose to follow the instruction or be referred to the office for insubordination.
6. If the student refuses to accompany a staff member to the office, the staff member should make no attempt to physically take the student. The staff member will simply inform the assistant principal of the incident.

Teaching Responsibilities

At the beginning of each school year, there will be a short lesson on hallway expectations. To vary the process, on even-numbered years, this will take place during the first period class on the first two days of school. On odd-numbered years, this will be part of the beginning-of-the-year orientation assembly. (This is just one method of diversity to maintain the effect of the lesson from year to year.)

The lessons should be conducted in a way that informs students of the rationale for the procedures (i.e., safety, respect, setting a calm tone for entering class, etc.), and should be presented in a way that implies faculty and students will work together.

If there are recurring problems in the hallways exhibited by a large number of students, a group of students and faculty will attempt to work out new procedures for improving the situation.

E. Classroom Procedures

Classrooms

The classroom teacher is the center of our school responsibility and discipline policy. Teachers will strive to insure that classrooms are safe and productive and will continually emphasize to students the importance of being responsible, engaged, and motivated. Teachers will focus on teaching and encouraging responsible behavior, rather than trying to "control" irresponsible behavior. This will be accomplished by helping students see how their behavior relates to our schoolwide Guidelines for Success; emphasizing responsibility, trying, doing one's best, cooperating with others, and treating everyone with respect. Three basic principles of behavior management will be implemented by all teachers.

- 1) **Proactive**--Classrooms will be structured for academic success, which means having efficient routines, focused instruction, clear rules and expectations, direct teaching of expectations, and frequent monitoring.
- 2) **Positive**--Classroom teachers will strive to interact frequently with each of their students -- providing non-contingent attention/acknowledgment ("Good morning, Tyson. How are you feeling Alicia?") as well as positive recognition when students are behaving appropriately ("Group 4, you are doing a great job of keeping your discussion focused on the original question.")
- 3) **Instructional**--Classroom teachers will view incidents of misbehavior as teaching opportunities and will calmly and consistently implement appropriate corrective consequences.

NOTE: Though these principles will guide teachers in their classroom management, each teacher, each student, and each situation is unique. Therefore, the specific procedures that will be used by any individual teacher will be determined by that teacher and will be based on the teacher's professional judgment of student needs and specific situations, along with the principles described above.