

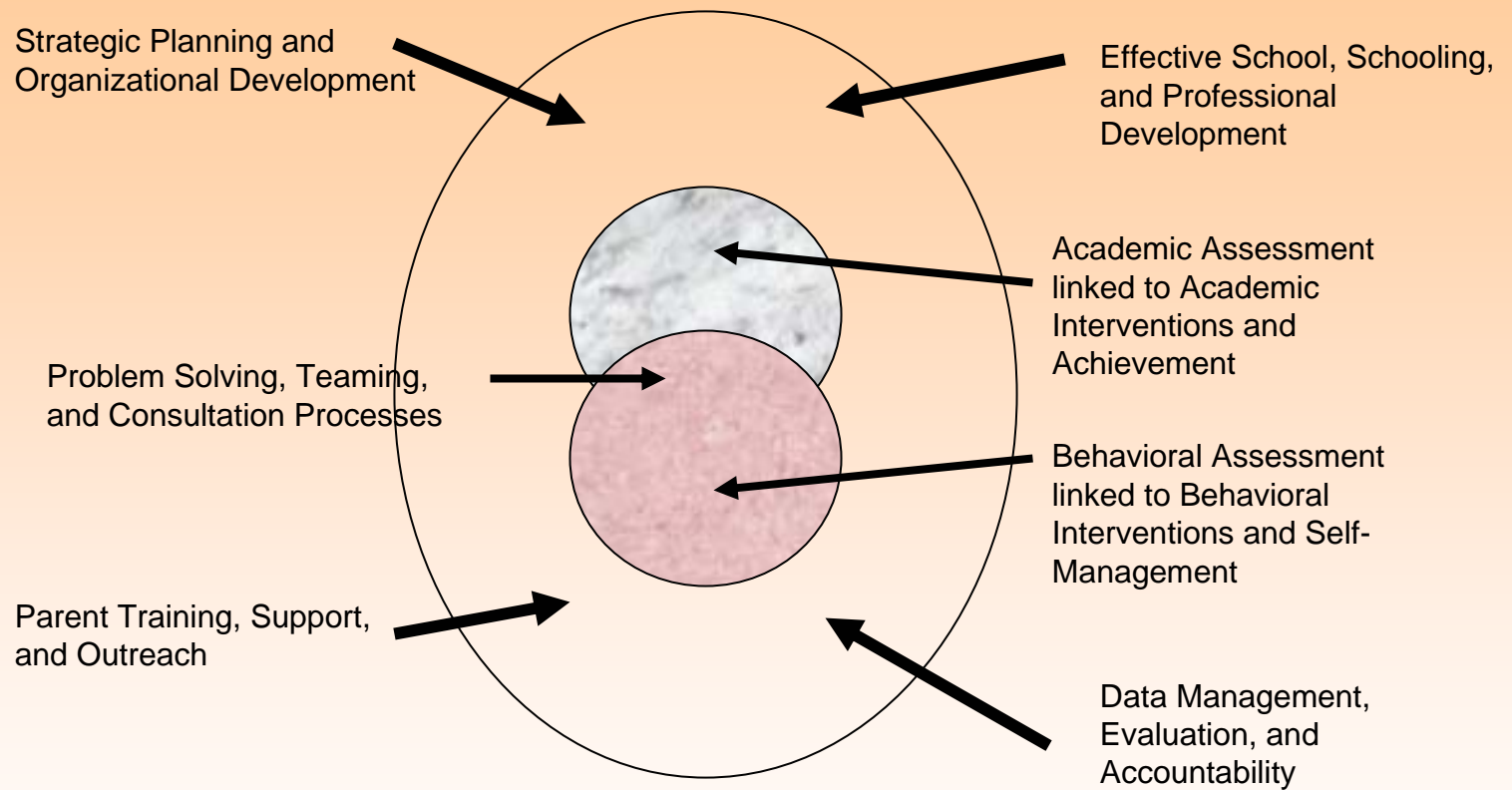


Developing and Implementing Positive Behavioral Self-Management Systems

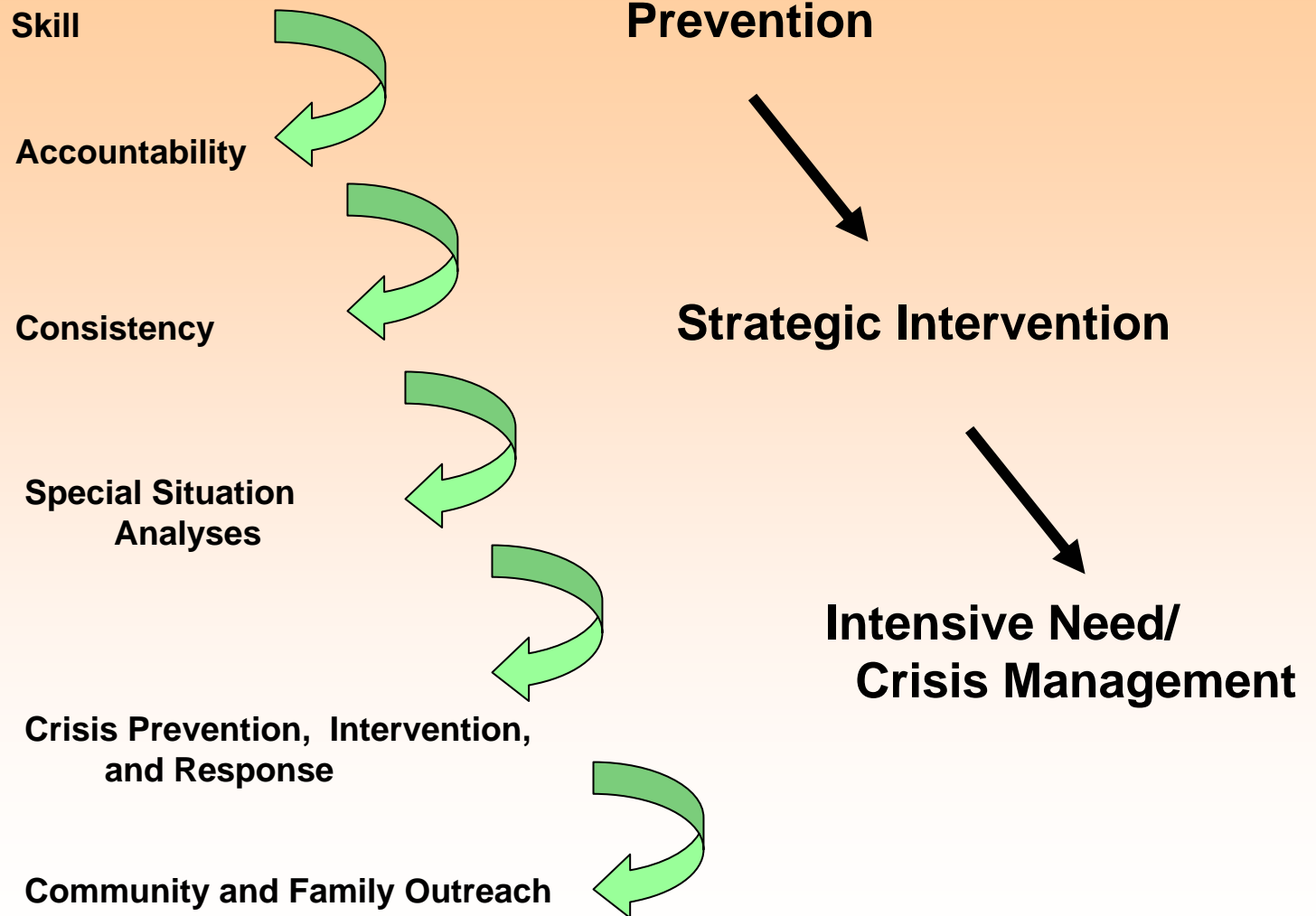
**The Underlying Behavioral Principles:
Skills, Accountability, Consistency
and Special Situations**

**Dr. Howard M. Knoff
Director, Project ACHIEVE
Director, Arkansas State Improvement Grant
Arkansas Department of Education**

Project ACHIEVE: “Building Strong Schools to Strengthen Student Outcomes”



Project ACHIEVE's Discipline, Behavior Management, and Safe Schools Component





Necessary Components of an Effective School Discipline/Behavior Management Program

Skills:

Skills are mastered when they can be successfully performed under conditions of emotionality

(Driving; Olympic athletes; Sports Teams; Orchestras)

Most emotional reactions (behaviors) are Classically Conditioned (Pavlov)—

Thus, Social Skills instruction (the Stop & Think process) needs to use a universal language that classically conditions behavior



THE STOP & THINK SOCIAL SKILLS UNIVERSAL LANGUAGE

1. _____, you need to Stop & Think.
2. Are you going to make a Good Choice or a Bad Choice?
You need to make a Good Choice.
3. What are your (Good) Choices or Steps?
[Tell/Guide your student here using a specific “Skill Script”]
4. All right, now let me see you Just Do It !!!
5. Great job!!! Tell yourself you did a great job!!!

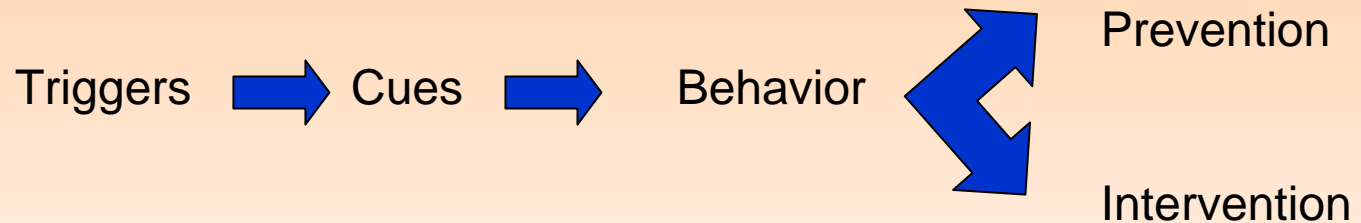
THE STOP & THINK SOCIAL SKILLS UNIVERSAL PROBLEM SOLVING STEPS



Necessary Components of an Effective School Discipline/Behavior Management Program

Skills:

The Emotional Reaction Paradigm:



Skills can be demonstrated as long as a person
is not past the “Physiological Point of No Return”



Necessary Components of an Effective School Discipline/Behavior Management Program

Skills:

Social skills success: 80% of the students;

Social skills plus accountability and consistency: 90%;

The rest are “Social Skills-plus” kids:

7%-ers: Strategic Intervention (and fade)

3%-ers: Wrap-around Students who have
Intensive Needs and may need
Crisis Intervention/Management



Necessary Components of an Effective School Discipline/Behavior Management Program

Skills:

3%-ers: Wrap-around Students who have
Intensive Needs and may need
Crisis Intervention/Management

For the 3%-ers, we must change our definitions of success

Need to define “short-term” vs. “long-term” intervention
success for teachers/educators

Student resistance is sometimes a “short-term”
indication of success

**You May Want to Stop the DVD Here
to Discuss the Content in the
Previous Section**



**“Building Strong Schools
to Strengthen Student Outcomes”**



Necessary Components of an Effective School Discipline/Behavior Management Program

Accountability:

Students make “good choices” because they are either motivated toward incentives and/or motivated to avoid consequences.

Implication: We need to identify meaningful, developmentally-appropriate incentives and consequences for children/adolescents

Incentives and consequences impact only after a student has learned and mastered specific social skills (the non-swimmer).

When incentives and consequences are used prematurely in connection with skill mastery, frustration (emotionality) results.

Necessary Components of an Effective School Discipline/Behavior Management Program

The “Frustration Spectrum”:

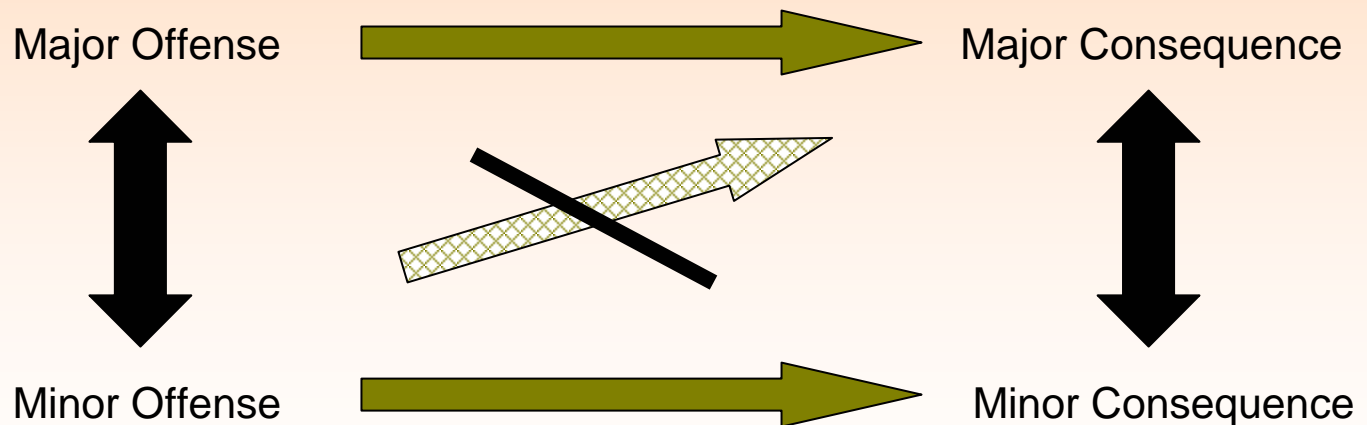


Incentives and consequences impact (and effective learning occurs) only when students are in school (and other) environments that provide them five positive interactions for every negative interaction.

Necessary Components of an Effective School Discipline/Behavior Management Program

Accountability:

When consequences are needed, the mildest possible consequence needed to motivate a student's "good choice" should be used (Avoiding the "Prayerful Moment").





Necessary Components of an Effective School Discipline/Behavior Management Program

Accountability:

Even when used correctly, as consequences get more negative or intense, some students need at least the same level of intensity in order for the consequences to maintain their “meaningfulness” over time.

This can result in a “death spiral” where teachers are continually increasing the intensity of their consequences in order to maintain a basic level of behavioral control.

Consequences are not the same as punishment. Punishment is motivated to stop students’ inappropriate behavior, while consequences focus on motivating appropriate behavior.



Necessary Components of an Effective School Discipline/Behavior Management Program

Accountability:

A Definition of Punishment-- An act, typically of retribution, that occurs responding to a student's already exhibited "Bad Choice." Punishment often occurs in an attempt to stop the student from making the same "Bad Choice" in the future without considering or teaching the prosocial skill the student needs to demonstrate instead. Thus, while the student may not make the same "Bad Choice," there is no assurance that s/he will make a "Good Choice" the next time around. Finally, punishment generally models anger, aggression, and retribution as a mode of teaching and "problem solving."



Necessary Components of an Effective School Discipline/Behavior Management Program

Accountability:

Punishment does not change behavior;
Consequences change behavior.

Consequences: Communicate. . . and Motivate.

BUT. . . .“If you consequate, you must educate!”

Incentives and consequences may not work immediately.
Sometimes, students’ reactions to incentives and
consequences are related to their “Histories of
Inconsistencies.”



Necessary Components of an Effective School Discipline/Behavior Management Program

Accountability:

Relatedly:

“Bad Choices” are not failures;

Continued “Bad Choices” in the face of
incentives/consequences and the student’s
“History of Inconsistency” are failures

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**“Building Strong Schools
to Strengthen Student Outcomes”**



Necessary Components of an Effective School Discipline/Behavior Management Program

Consistency:

Across Student, Staff, Time, Setting, Situation

Three Critical Types of Inconsistency:

Inconsistency with the Same Student—

“Crossing the Line in the Sand” and Resistance

“Strengthening” inappropriate behavior

Inconsistency Across Students

Inconsistency Across Groups of Students:

The “Three-Week Intervention Clock”



Necessary Components of an Effective School Discipline/Behavior Management Program

Consistency:

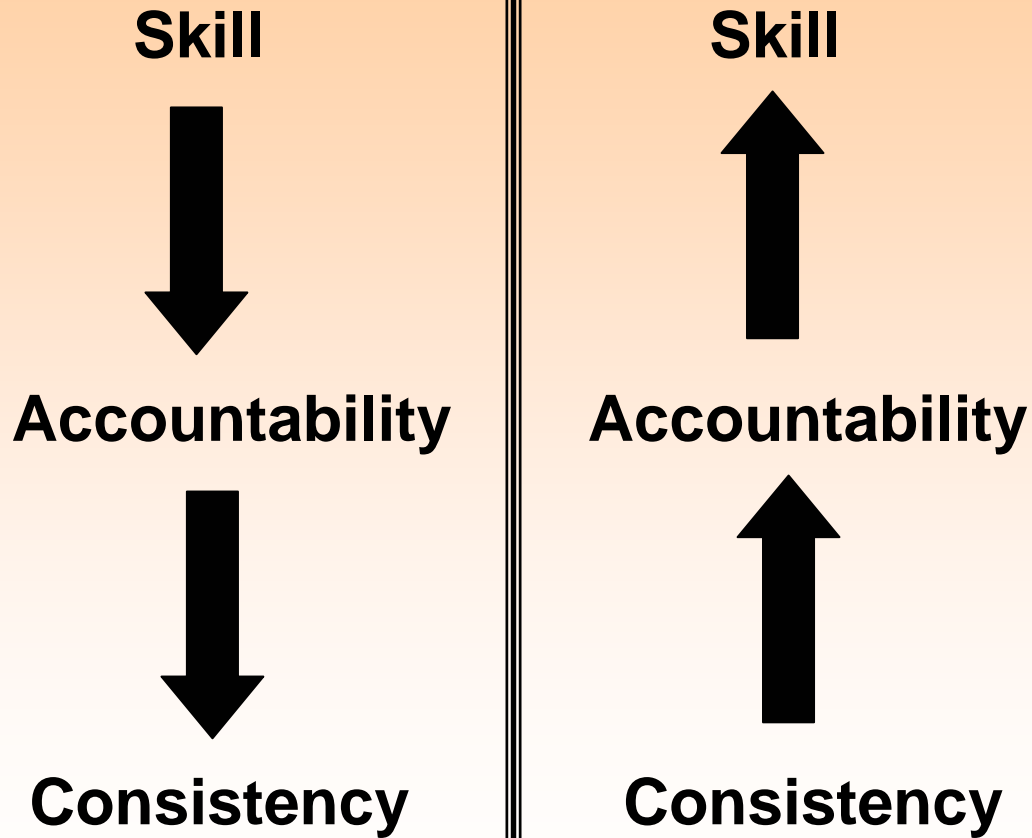
We need to functionally analyze and know students'
"Histories of Inconsistency"

Otherwise, we will not know how long to
implement and maintain our interventions

"Interventions must be maintained PAST the
"History of Inconsistency"

Consistency is a Process, not a Product you can buy
Staff Consistency: The "80/20 Rule"
Tolerance, Inconsistency, and Loopholes

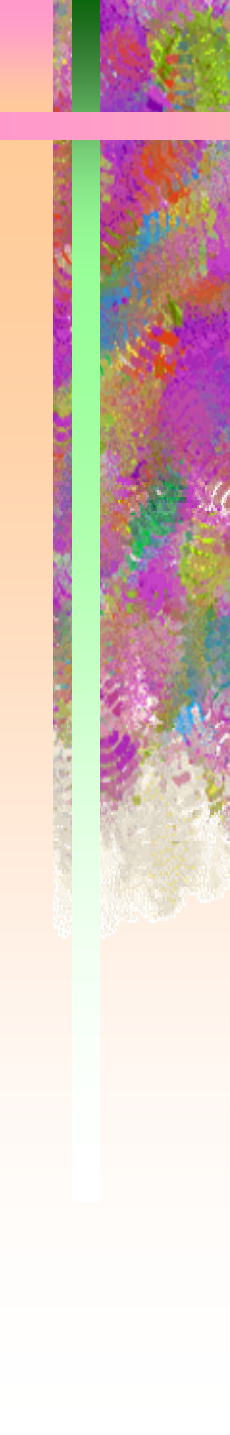
*Necessary Components of an Effective School
Discipline/Behavior Management Program*



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**“Building Strong Schools
to Strengthen Student Outcomes”**



Blueprint for a School-Based, Special Situations Analysis

Setting-Specific Special Situation:

Examples: Cafeteria, Hallways, Recess, Buses

Analysis:

- I. Student Characteristics, Issues, and Factors
- II. Teacher/Staff Characteristics, Issues, and Factors
- III. Incentives and Consequences
- IV. Environmental Characteristics, Issues, and Factors: Physical Plant and Logistics
- V. Resources

Blueprint for a School-Based, Special Situations Analysis

Peer-Specific Special Situation:

Examples: Teasing, Taunting, Bullying, Harassment, Fighting

Analysis:

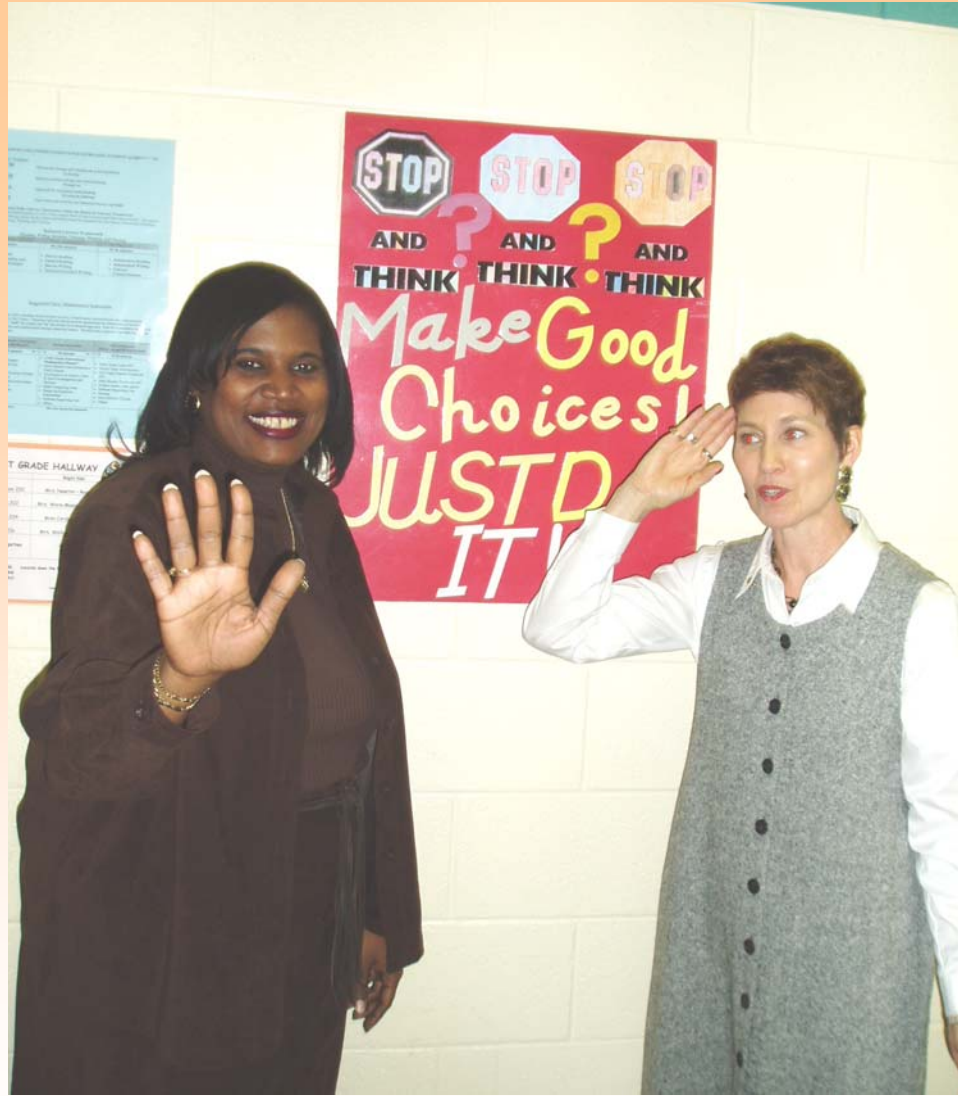
- I. Student Characteristics: Do the Individual Students have the skills?
- II. Peer Group Characteristics: What does the peer group contribute to the situation?

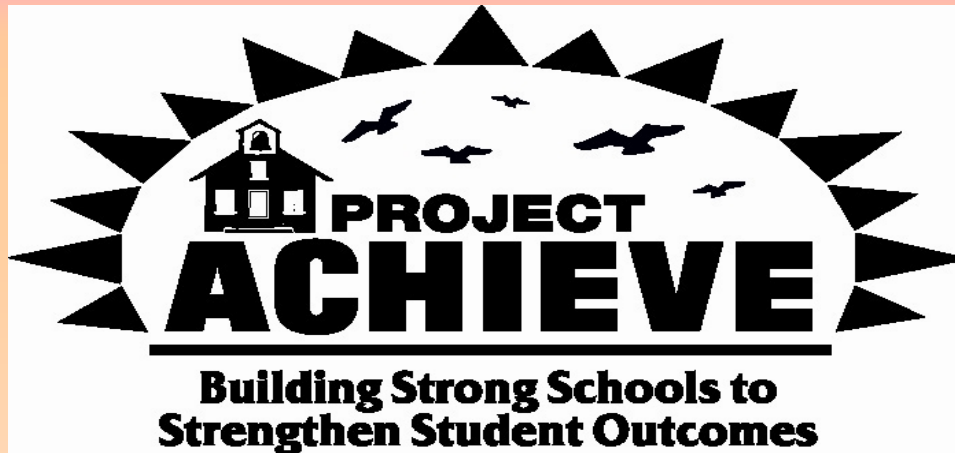
Is the peer group willing to become part of the solution?
Does the peer group have the skills?
- III. Teacher/Staff Characteristics, Issues, and Factors
- IV. Incentives and Consequences
- V. Environmental Characteristics, Issues, and Factors:
Physical Plant and Logistics
- VI. Resources/Resource Allocation and Deployment



Be:

- Positive
- Prepared
- Respectful
- Attentive
- Safe
- Smart
- Successful





Structuring Schools for Success:

**Establishing Building-Wide Positive Behavioral Support Systems
and Prevention/Intervention Teams to Meet the Needs of All Students**

The DVD Series Guidebook

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