



Developing and Implementing Positive Behavioral Self-Management Systems

**The Basics, The Blueprint,
and Building Building Readiness**

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“Building Strong Schools to Strengthen Student Outcomes”



What is Project ACHIEVE?

Project ACHIEVE is:

A district-wide school improvement/school success model focused on maximizing the academic and social, emotional, behavioral development and progress of all students





Project ACHIEVE

**An Evidence-Based National Model Prevention
Program through the**

**U.S. Department of Health & Human Service's
Substance Abuse and Mental Health Services
Administration (SAMHSA)**

and

**U.S. Department of Justice's Office of Juvenile
Justice and Delinquency Prevention (OJJDP)**

What does the Project emphasize?

A school effectiveness or school improvement process that uses an effective whole-school design process to:

- Maximize Students' Academic Achievement
- Create Safe School Environments and Positive School Climates
- Build Effective Teaching and Problem Solving Teams that
Speed Successful Interventions to Challenging
Students
- Increase and Sustain Effective Classroom Instruction
- Increase and Sustain Strong Parent Involvement
- Develop and Implement Effective Strategic Plans
- Organize Building Committees and Student Learning Clusters
- Develop Effective Data Management Systems for
Outcome Evaluations

Who's Involved in Project ACHIEVE?

School Nurse

Office staff

Paraprofessionals

Speech/Language Therapist

Parents

School Psychologist

Custodians

Volunteers

Special Educators

School Counselor

Social Worker

Community Agencies

Regular Educators

Bus Drivers

Cafeteria Workers



The Ultimate Educational Goal

TO:

Maximize ALL Students'
Academic Achievement and
Social-Emotional/Behavioral
Development



The Most Predictive Research-Based Determinants of Academic Achievement

1. A Positive Classroom Climate that is Conducive to Learning
2. A Peer Culture Supportive of Academic Achievement
3. Cooperative Learning/Positive and Productive Student and Teacher Interactions
4. Effective Classroom Management
5. Academic Engaged Time/Quantity of Instruction
6. Students' Metacognitive Understanding of the Process of Learning

Cawalti, G. (Ed.) (1995). Handbook of research on improving student achievement. Arlington, VA: Educational Research Service.

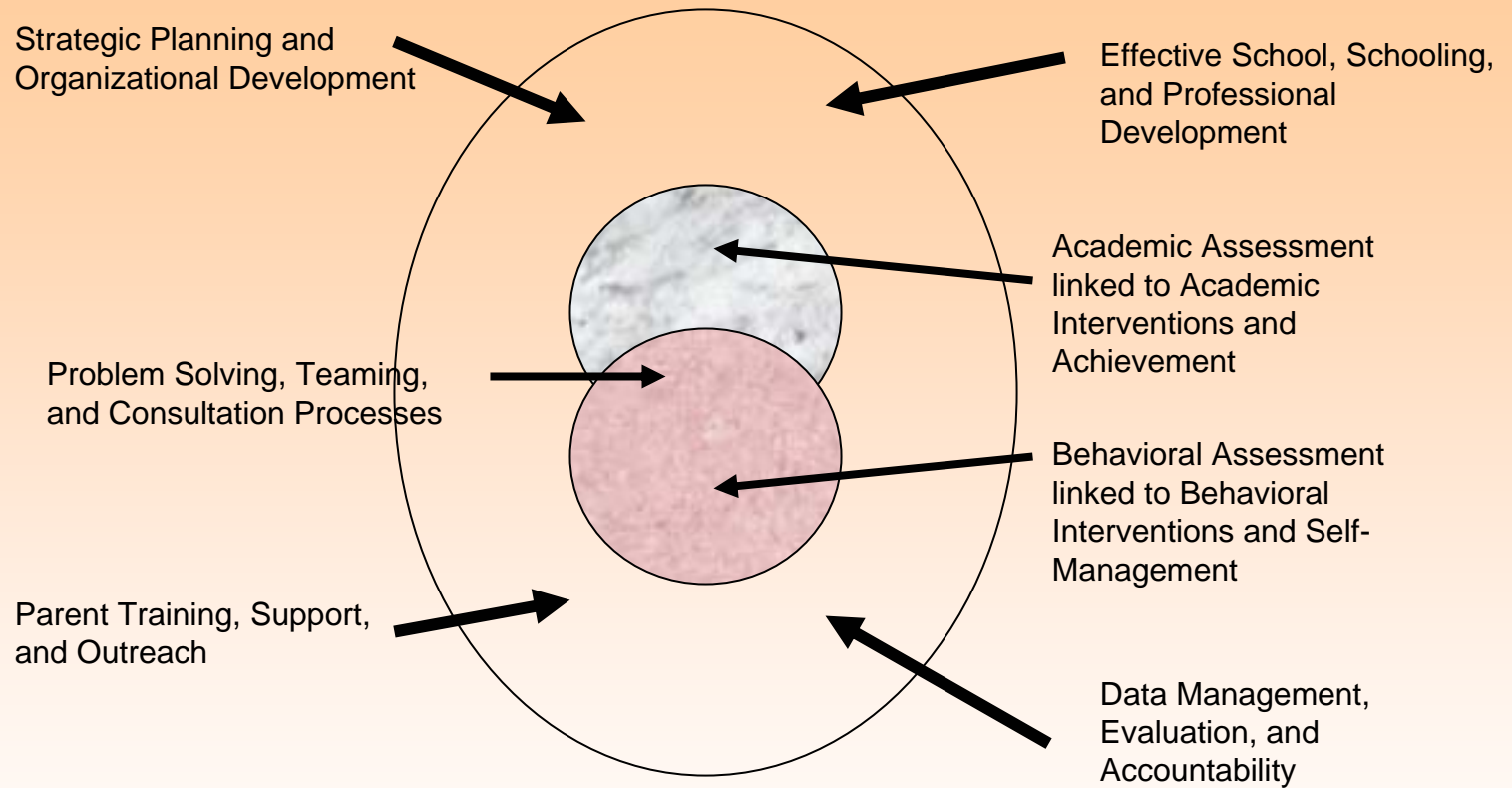
Wang, M., Haertel, G., & Walberg, H. (1993/1994). What helps students learn. Educational Leadership, December/January, 74-79.

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

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



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



Prerequisites Before Implementing a School-wide Positive Behavioral Self- Management System

- * Organizational and Motivational Readiness
- * Everyone Believes that Every Student is Every Adult's Responsibility
- * Every Student in the School Experiences 5 Positive Interactions for Every Negative Interaction
- * Teachers Model Social Skills and Self-Management during Instruction and through their own effective Interpersonal Interactions
- * Staff Use Problem-Solving to Address Challenging Behavior--
In this context, They Assess Student Assets as well as Deficits



Prerequisites Before Implementing a School-wide Positive Behavioral Self- Management System

- * When Implementing Interventions, Teachers/Staff are willing to Tolerate some Negative Behavior as long as it Decreases Over Time
- * When Developmentally Appropriate, Teachers/Staff are willing to give the Peer Group some Responsibility for Monitoring its Members
- * Peer Group Members are Trained in the Use of Ignoring, Positive Reinforcement, and Modeling Prosocial Behavior
- * Teachers/Staff are Willing and Facilitate the Transfer of Behavior and Expectations to Home and Parents

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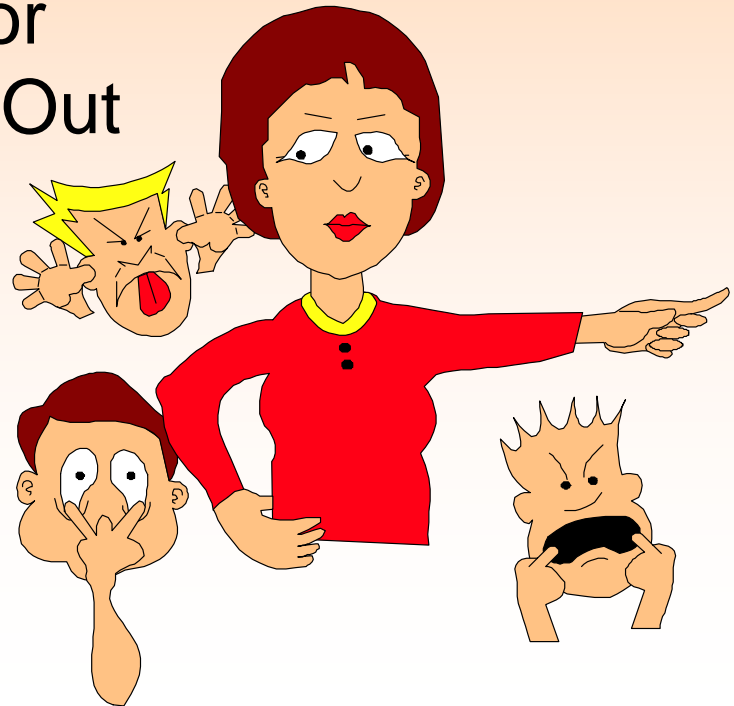
Prerequisites Before Implementing a School-wide Positive Behavioral Self- Management System

Need: A Grade- and Student-Level Accountability Matrix that—

- * Identifies specific behavioral expectations of students in classroom and school settings
- * Encourages positive responses, incentives, and rewards for students when they make good choices
- * Identifies specific inappropriate student behaviors along a continuum from annoying to dangerous
- * Connects meaningful negative or corrective responses, consequences, and needed interventions to this continuum

Prerequisites Before Implementing a School-wide Positive Behavioral Self- Management System

- * A Preventive “Disconnect,”
Disengagement, or
Momentary Time-Out
System

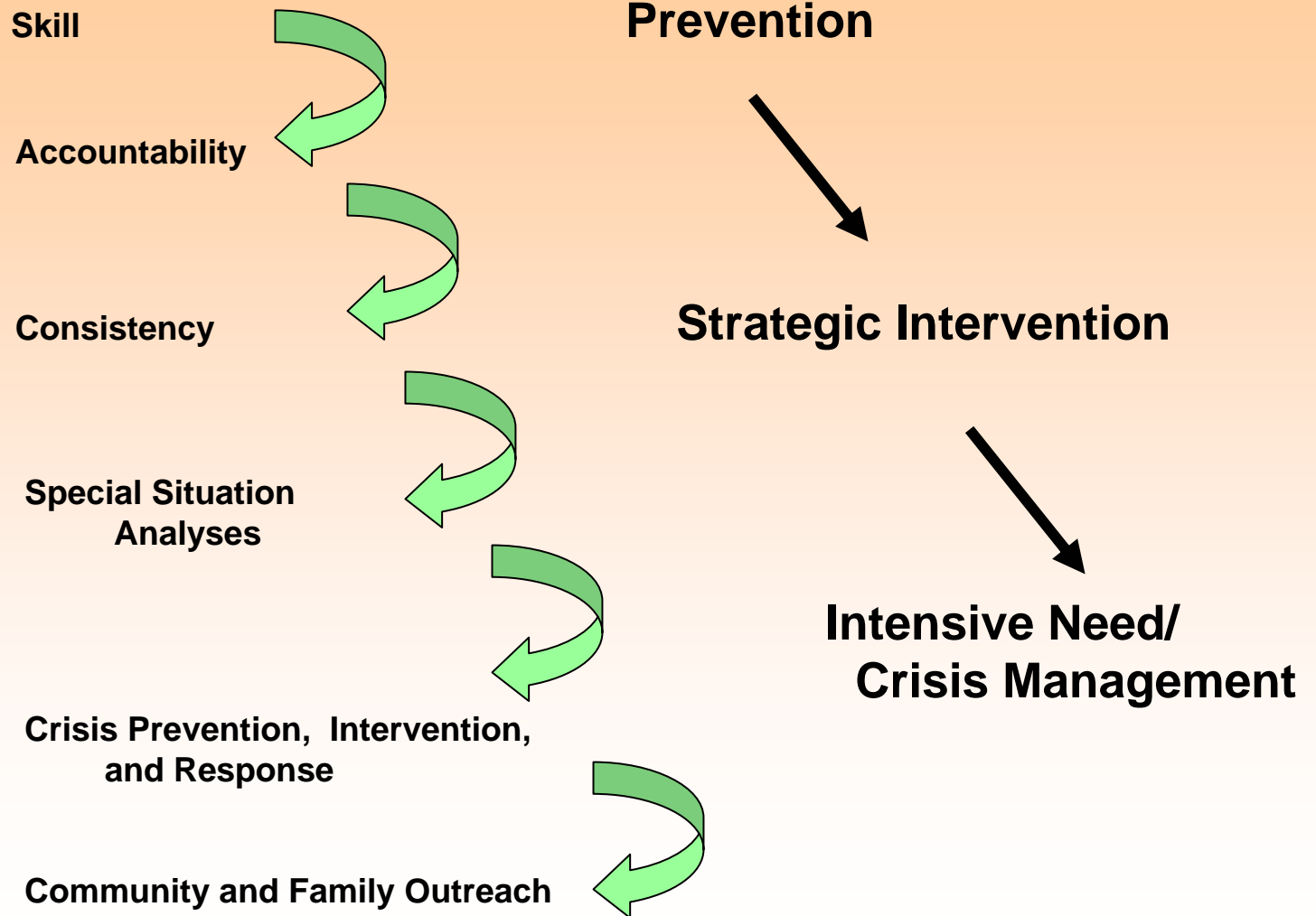


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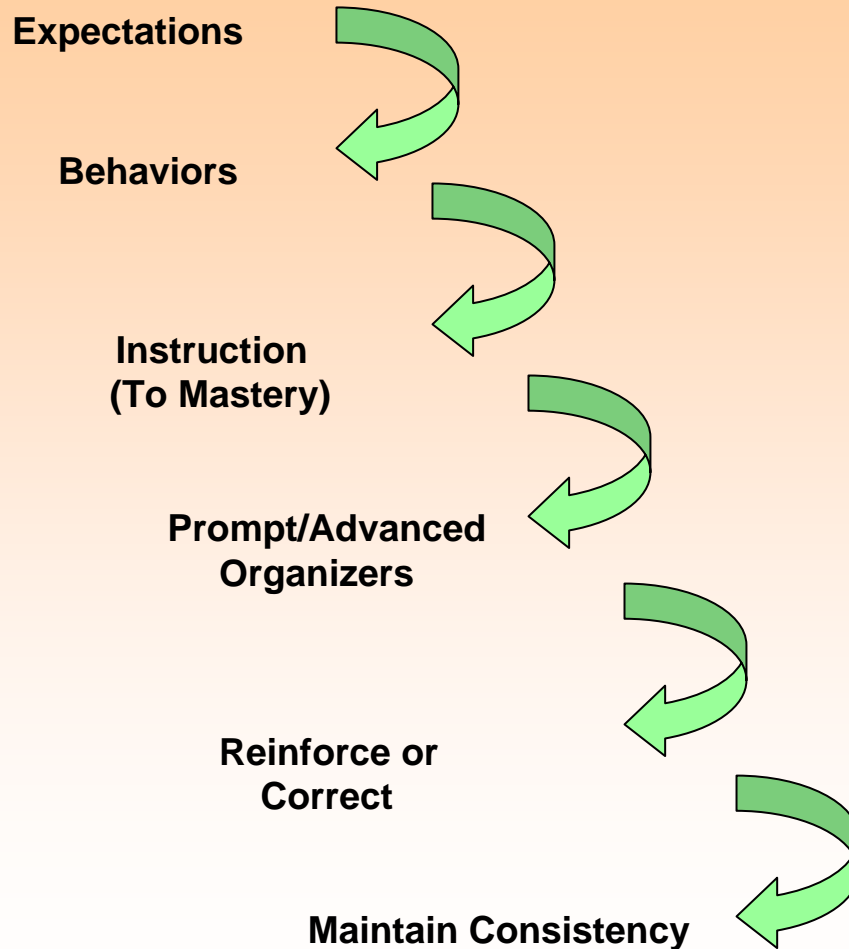


**“Building Strong Schools
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Project ACHIEVE's Discipline, Behavior Management, and Safe Schools Component



Infusing Skills Instruction into Effective Classroom Management: Identification and Implementation of Behavioral Expectations and Skill Outcomes



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Roles and Responsibilities in a Positive Behavior Management System for Teachers and Administrators

Four basic principles of management and discipline should be considered by all teachers/administrators:

- At the beginning of the new school year, and as necessary throughout the school year, students will be taught how to behave responsibly in each type of classroom activity.
- Teachers will create and maintain a classroom environment where all students experience five positive interactions (i.e., from adults, peers, and self) for every negative interaction.



Roles and Responsibilities in a Positive Behavior Management System for Teachers and Administrators

- Teachers will strive to interact frequently with each student when the student is behaving appropriately.
- When misbehavior occurs, teachers will calmly and consistently implement classroom consequences, using the mildest consequence that is needed for the specific situation. After the use of consequences is over, the classroom teacher will positively practice the appropriate behavior that the student should have demonstrated at least three times as soon as reasonably possible.

(Sprick, Sprick, & Garrison, 1992)

Outcomes

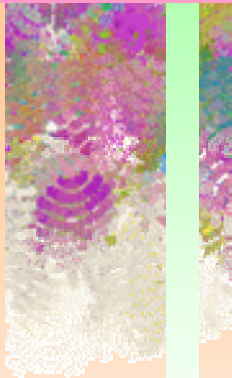
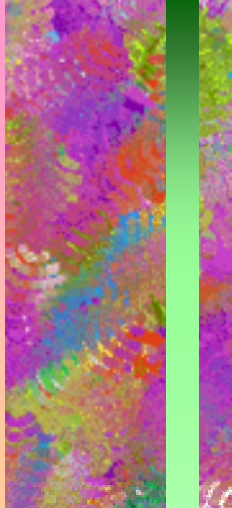
An Effective Positive Behavioral Self-Management System results in:

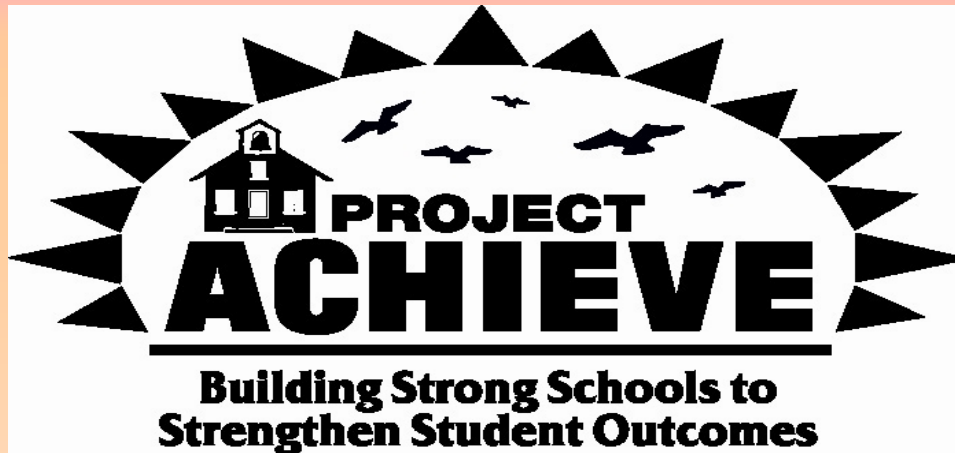
1. Significant reductions in discipline problems referred to the school office.
2. Significant reductions in the number of suspensions and expulsions.
3. Increased academic engaged time for students.
4. Increased levels of consistency in the application of discipline strategies by teachers and staff across classrooms and the entire building.
5. Significant increases in teacher reported confidence when dealing with students who demonstrate behavior problems in the school setting.
6. Increased use of critical thinking, reasoning, and problem-solving skills by students.
7. Stronger and more consistent support and linkages to parents and the community.



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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