

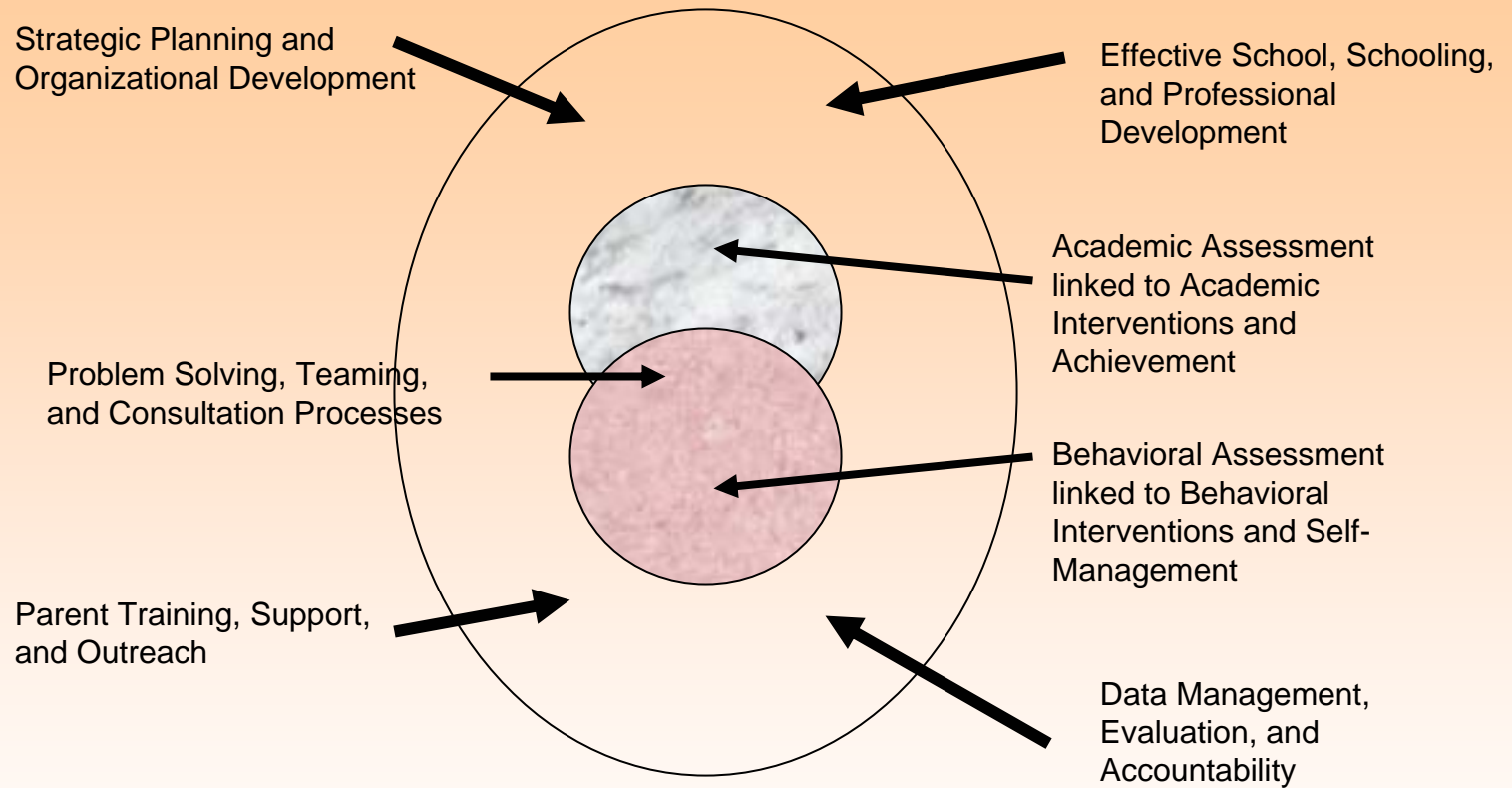


# ***Developing and Implementing Positive Behavioral Self-Management Systems***

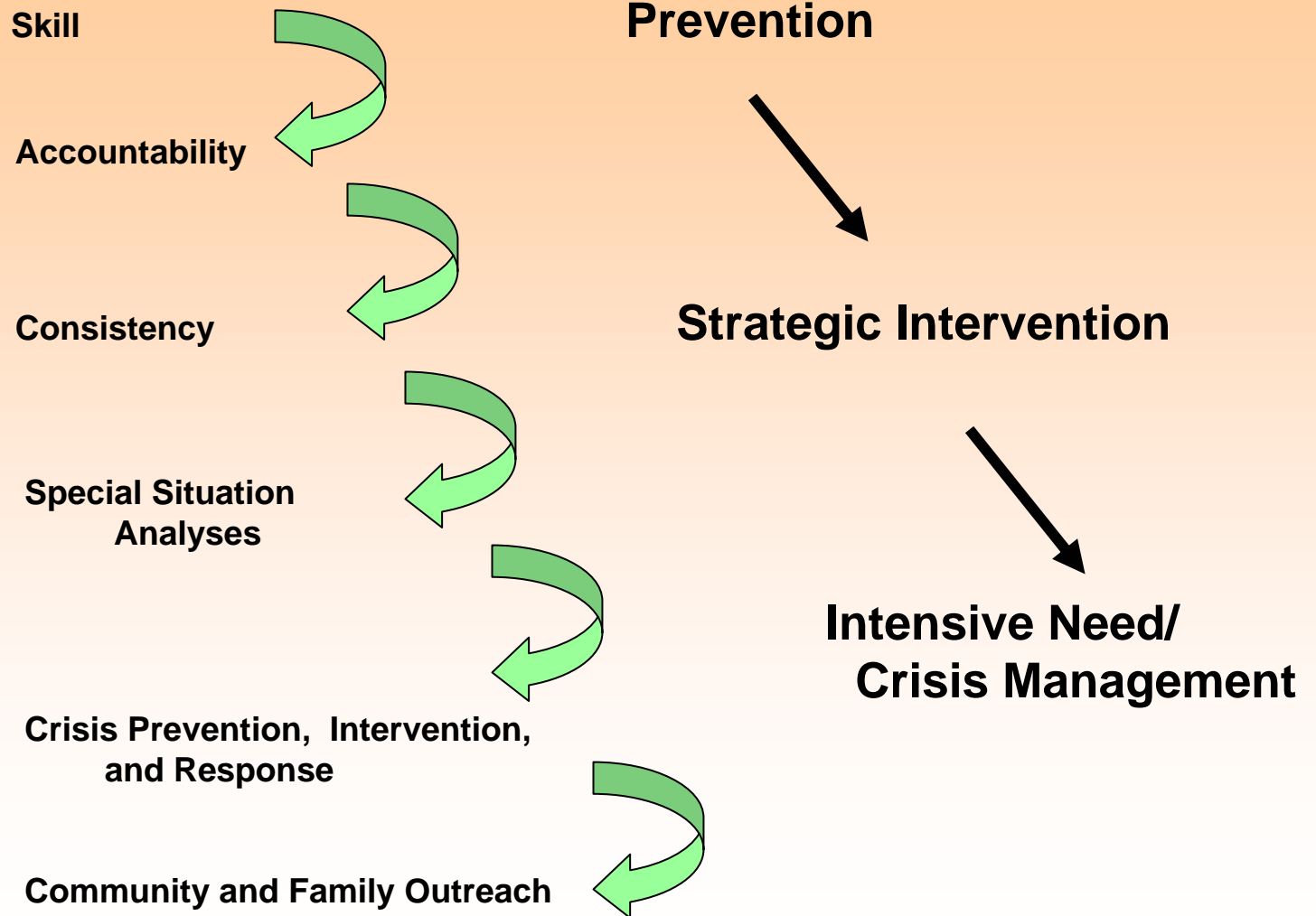
**The Underlying Behavioral Principles:  
Skills, Accountability, Consistency  
and Special Situations**

**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!!!

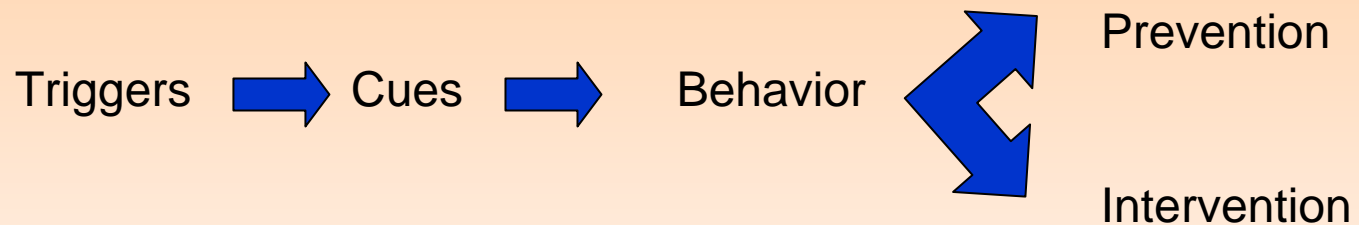
# THE STOP & THINK SOCIAL SKILLS UNIVERSAL PROBLEM SOLVING STEPS



## *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

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**“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”:

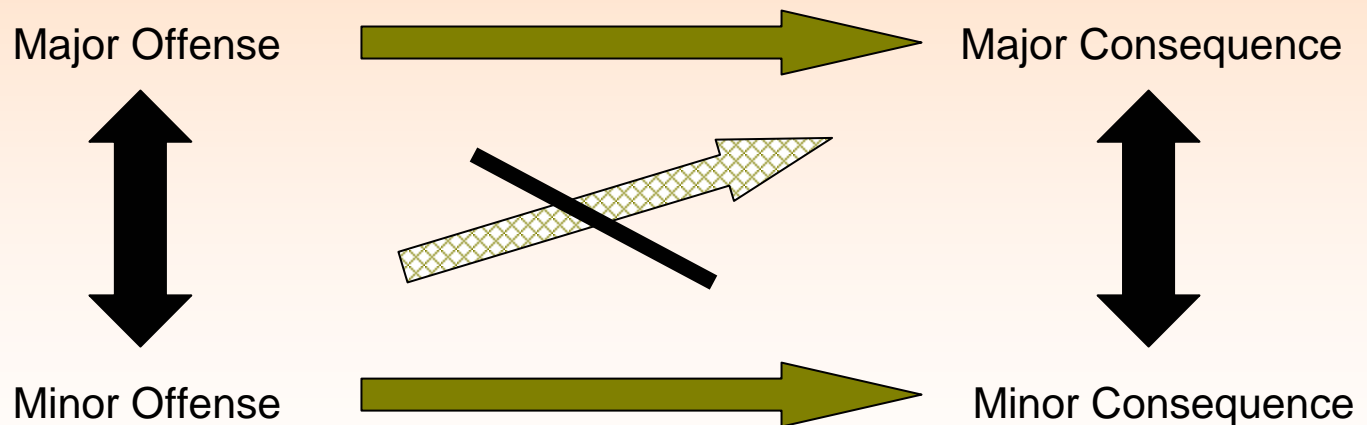


Incentives and consequences impact (and effective learning occurs) only when students are in school (and other) environments that provide them five positive interactions for every negative interaction.

## *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 consequence, 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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## *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:

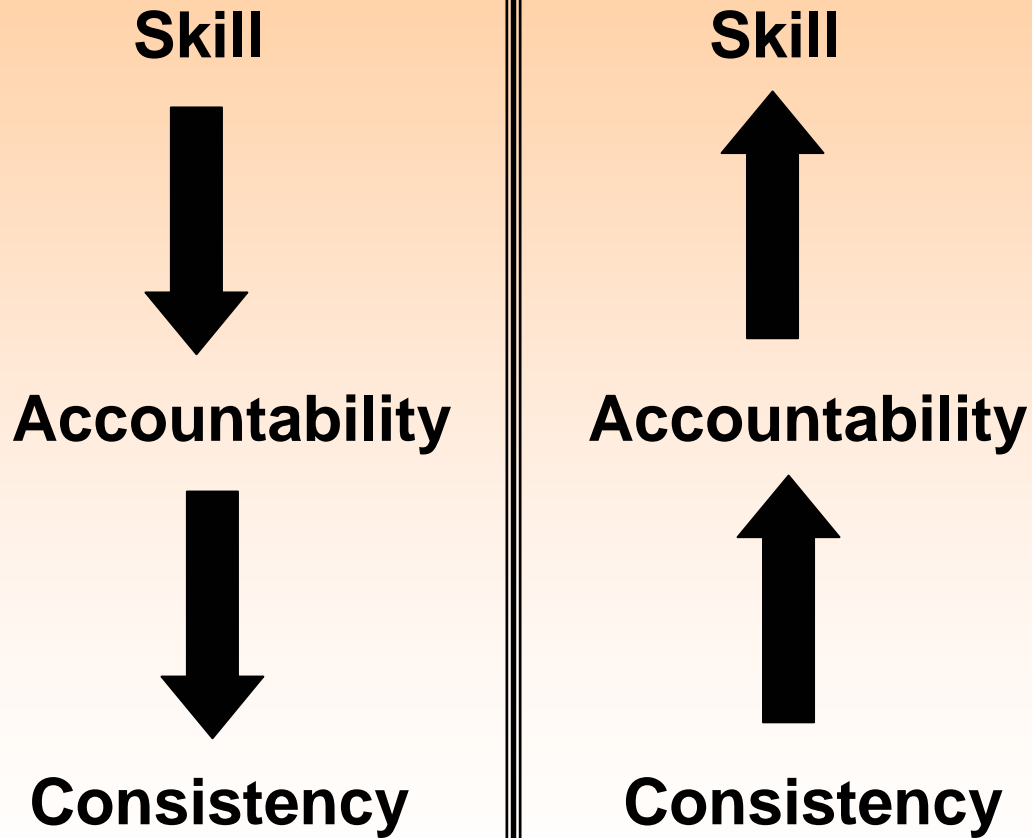
We need to functionally analyze and know students'  
"Histories of Inconsistency"

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

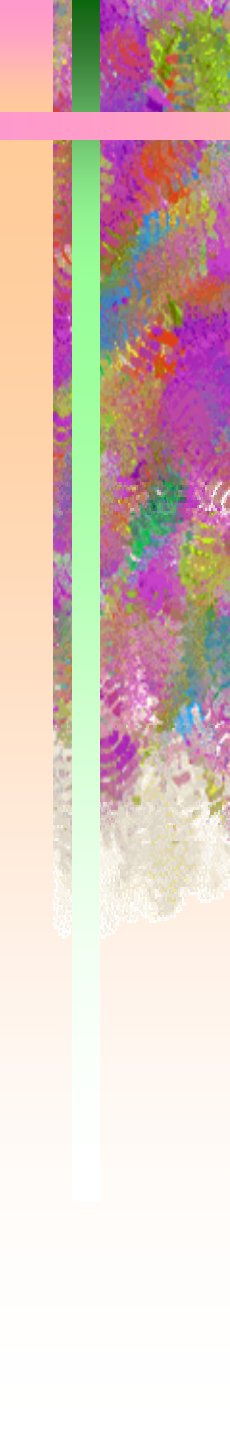
*Necessary Components of an Effective School  
Discipline/Behavior Management Program*



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# 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:

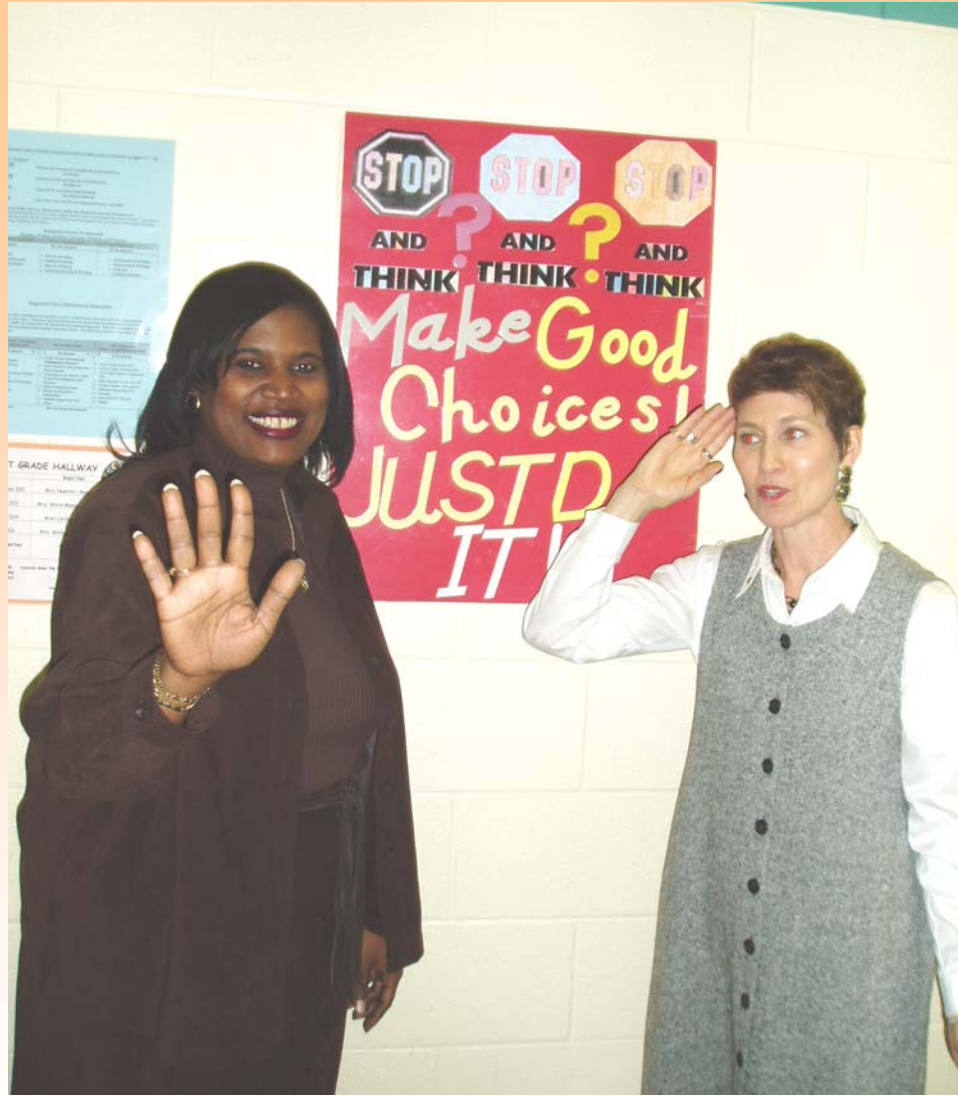
- I. Student Characteristics: Do the Individual Students have the skills?
- II. Peer Group Characteristics: What does the peer group contribute to the situation?  
  
Is the peer group willing to become part of the solution?  
Does the peer group have the skills?
- III. Teacher/Staff Characteristics, Issues, and Factors
- IV. Incentives and Consequences
- V. Environmental Characteristics, Issues, and Factors:  
Physical Plant and Logistics
- VI. Resources/Resource Allocation and Deployment

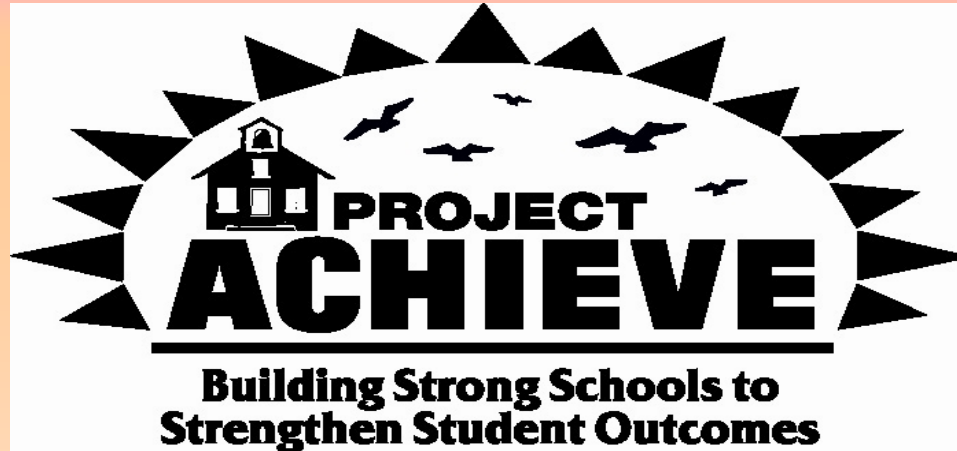




Be:

- 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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