Positive Behavior Support: A Skillbuilding Approach to E/BD

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Original Publication Citation
Ohio CCBD 21 Summer Behavior Institute (June 21)

BYU ScholarsArchive Citation
Young, K. Richard; Christensen, Lynnette; and Caldarella, Paul, "Positive Behavior Support: A Skillbuilding Approach to E/BD" (2010). All Faculty Publications. 1240.
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Positive Behavior Support: A Skillbuilding Approach to E/BD

K. Richard Young
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Ohio CCBD 2010 Summer Behavior Institute
We envision a positive school environment that nurtures the development of:

• social, emotional and behavioral skills

• competencies and characteristics necessary for meaningful relationships

• academic success

• responsible citizenship

• abilities to deal with adversity, stress and the challenges of life
So, .... what is Positive Behavior Support?
PBS is a broad range of systemic & individualized strategies for achieving important social & learning outcomes while preventing problem behavior with all students.
PBS is the application of positive behavioral interventions and systems to achieve socially important behavior change.

- Sugai 2000
What is PBS?

1) Build Relationships
2) Establish Expectations
3) Teach Appropriate Behavior
4) Reinforce Appropriate Behavior
5) Use Interventions Based on Data

Primary Prevention: For All Students

~80% of Students

Secondary Prevention: for Students with At-Risk Behavior

~15%

Tertiary Prevention: for Students with High-Risk Behavior

~5%
A Triangle of Support For Students With Behavioral and Emotional Problems

**Tier 3: Indicated Support**
- 5%
- High Risk Students With Intense Problems

**Assessment**
- Comprehensive Individual Assessment
- Multi-Method, Source, & Setting Design
- Protective and Risk Factors, Individual, Family & Community Characteristics

**Tertiary Prevention**
- Indicated Individualized Interventions
  - Assessment-Based
  - Individual Student Services
  - Special Education/IEP
  - Wraparound Service System

**Tier 2: Targeted Support**
- 15%
- Students At-Risk for Negative Behavioral and Emotional Outcomes

**Assessment**
- Brief Functional Assessment
- School Records Review
- Behavior Rating Scales

**Secondary Prevention**
- Targeted Specialized Interventions
  - Classrooms and Groups
  - Specialized Skills Training
  - Mentoring
  - Increased Support

**Tier 1: Universal Support**
- 80%
- Students Who Do Not Exhibit Significant Behavioral or Emotional Problems

**Assessment**
- Universal Screening
- Teacher nomination
- Brief Screening Tools

**Primary Prevention**
- Universal Interventions
  - School-Wide (behavior support)
  - Prevention Curricula
  - Social Skills Training
  - Positive School Climate
Foundations

• Behavior is largely a product of its immediate environment.

• Behavior ultimately responds better to positive rather than negative consequences.

• Learning best takes place under pleasant circumstances.

• The most effective way to change inappropriate behavior is to teach and praise appropriate behavior.
Guiding Principles

• All youth can learn.

• Problem behaviors often result from inappropriate learning and can be corrected.

• Adults must adopt high expectations for civil behavior.

• Instruction must include building skills critical to success in life.

• Create teaching or learning opportunities frequently.
What makes teachers more likely to touch the hearts and minds of their students?

- Understanding their lifelong impact on students, including a sense of hope and resilience
- Focusing time and energy on what they can do differently when challenging situations arise
- Believing that attending to the social-emotional life of students is not “extra-curriculum” time that draws time away from academic subjects
• Recognizing the need for empathy (attempting to see the world through the eyes of the student) in effectively relating to students

• Knowing that the relationships they have with students are the foundation of successful learning and a safe classroom environment

• Realizing one of the greatest obstacles to learning is the fear of making mistakes and being humiliated and being proactive in taking steps to eliminate this
• Understanding that discipline is a teaching process rather than a process of intimidation and humiliation.

• Recognizing that students are more receptive to learning when they believe their teachers appreciate and reinforce their talents.

Goldstein & Brooks (2007)
Discipline vs Punishment

“If a child doesn’t know how to read, we teach.”
“If a child doesn’t know how to swim, we teach.”
“If a child doesn’t know how to multiply, we teach.”

“If a child doesn’t know how to behave, we…

John Herner (NASDSE President) Counterpoint 1998, p.2
Cycle of Punishment

- Communicates only what student SHOULD NOT DO.
- Does not teach what TO DO.
- Provides only short-term suppression of inappropriate behavior.
- Sets stage for violence, vandalism, & escape.
- Never addresses real problems.
Punishment produces

If the school experience is punishing, it often produces the following outcomes:

FEAR

AVOIDANCE

ESCAPE

COUNTERAGGRESSION
<table>
<thead>
<tr>
<th>DISCIPLINE</th>
<th>PUNISHMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PURPOSE</strong></td>
<td>Train for correction and maturity, leading to self-discipline</td>
</tr>
<tr>
<td><strong>FOCUS in TIME</strong></td>
<td>Future correct deeds</td>
</tr>
<tr>
<td><strong>ATTITUDE of ADULT</strong></td>
<td>Love &amp; concern for individual’s success &amp; happiness</td>
</tr>
<tr>
<td></td>
<td>Adult remains calm and relaxed</td>
</tr>
<tr>
<td><strong>EMOTIONS in CHILD</strong></td>
<td>Positive self-image, self-worth, value, &amp; self-confidence</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DEFINITION</strong></td>
<td>Takes form of teaching</td>
</tr>
</tbody>
</table>
Building Positive Relationships

What is a positive relationship and how would you describe it?

- Mutual trust
- Respect
- Consideration
- Loving
- Validating
- Safe

- Kind
- Encouraging
- Fun
- Open
- Courteous
Benefits

Relationships: the foundation of good teaching

• Students naturally want to please teachers they like
• Adults become a trusted source of help
• Enhances the effectiveness of modeling
• Students are more willing to spend time with teachers they like
<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Calm, pleasant voice tone</td>
<td>• Overt displays of anger</td>
</tr>
<tr>
<td>• Offers to help</td>
<td>• Accusing/blaming statements</td>
</tr>
<tr>
<td>• Compliments performance</td>
<td>• Giving no opportunities to speak</td>
</tr>
<tr>
<td>• Fairness</td>
<td>• Mean insulting remarks</td>
</tr>
<tr>
<td>• Explaining why, how, or what</td>
<td>• Unpleasant physical contact</td>
</tr>
<tr>
<td>• Concern</td>
<td>• Lack of fairness</td>
</tr>
<tr>
<td>• Enthusiasm</td>
<td>• Bossy, demanding</td>
</tr>
<tr>
<td>• Politeness</td>
<td>• Unpleasant</td>
</tr>
<tr>
<td>• Getting right to the point</td>
<td>• Talking only about mistakes</td>
</tr>
<tr>
<td>• Pleasant facial expression</td>
<td>• No eye contact</td>
</tr>
<tr>
<td>• Stating expectations</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Willner, et al. (1977)
Relationship Bank

**CREDITS**
Every time you interact with another person, you have the opportunity to make a deposit in your account by behaving in a way that shows care and respect.

**DEBITS**
If you do or say things that are painful for the other person, you withdraw funds from your account.
Positives to Negatives

Students recognize that adults are powerful and can hurt them.

Our WITHDRAWALS, therefore, are MORE POWERFUL.

We need to make MORE DEPOSITS than withdrawals.

Even if criticism is justified, it needs to be balanced out with EIGHT or more positives.

positives : negatives

8:1
How to Build a Positive Relationship

1. Spend quality & quantity time
2. Make continuous & consistent effort
3. Show we care by what we say & do
Specific Ways to Build Positive Relationships

- Seek opportunities to interact.
- Develop common interest.
- Display concern for well-being.
- Express confidence and trust.
- Ask youth for help or advice.
Specific Ways to Build Positive Relationships (continued)

- Be open to concerns and criticism.
- Be aware of verbal and non-verbal behavior.
- Demonstrate empathy.
- Use humor void of ridicule or put-downs (zingers).
- Attend an important event.
Points to Remember

• Relationships constantly change
• Require consistency & continual effort
  – Doing what we say we will do
  – Students can count on us
  – We’ll stop what we are doing when there is a need
  – The relationship is the highest priority
Praise and Encouragement

- Encouragement is what we do to help students to try, to learn, to act.

- Praise is a positive action that comes after a student succeeds.
Benefits

• Prompts students to act and take risks
• Increases confidence
• Builds relationships of trust
• Creates a positive atmosphere
• Brings a sense of accomplishment and personal satisfaction
• Creates a desire to engage in the behavior again
How to Encourage

1. **Notice** the need

2. **Express** confidence, trust, and belief through words and actions
How to Praise

1. Be Sincere
2. Be Specific
3. Give a Reason
CONSISTENCY is KEY to EFFECTIVE DISCIPLINE.

MASTERING CONSISTENCY requires TIME & PRACTICE
Rules and Expectations

Purpose:
- Build a common language
- Communicate what is expected
- Promote a culture of civility
Rules and Expectations

What are the most important things you want students to consistently do?

3 to 5 rules
Clear and concise
Positively stated
Explain consequences
Rules and Expectations

Teach the expected behaviors associated with each rule.
Consequences

1. Need to be understood at the outset by teachers and students
2. Need to be reasonable
3. Need to be applied with precision, accuracy, and consistency
4. Consequences must be manageable by the teacher
CONSISTENCY is KEY to EFFECTIVE DISCIPLINE.

MASTERING CONSISTENCY requires TIME & PRACTICE
Teaching Appropriate Behavior

- Discipline means to teach
  - Teach, don’t assume
  - Behavior needs to be taught

- You are always teaching
  - You teach more by what you do than by what you say

- All behavior is purposeful
  - Instead of scolding misbehavior, teach an alternative behavior
The Teaching Pattern

1. Name and describe the behavior
2. Give a rationale
3. Model (you do)
4. Practice (they do)
5. Give feedback and praise
6. Plan future practice opportunities
Example

**How to Follow Instructions**

1. Look at the person
2. Say, “OK.”
3. Start fast
4. Finish the task
5. Check back

**The Teaching Pattern**

1. Name & describe
2. Give a rationale
3. Model (you do)
4. Practice (they do)
5. Feedback & praise
6. Plan future practice
Civility

Polite behaviors that show respect toward a person in order to maintain social harmony and recognize the humanity of that person.
Gratitude

“Where there is gratitude, there is humility instead of pride, generosity rather than selfishness. . . gratitude is the beginning of civility, of decency and goodness. . .”

Gordon B. Hinckley
• Think of a time when someone expressed gratitude. How did you feel?

• Think of a time when you expressed gratitude. How did you feel?
How to Express Gratitude

A. Reflect
   1. Think
   2. Remember
   3. Feel

B. Express
   1. Say
   2. Write
   3. Do
“Kindness is a passport that opens doors and fashions friends. It softens hearts and molds relationships that can last lifetimes. Kind words not only lift our spirits in the moment they are given, but they can linger with us over the years.”

Joseph B. Wirthlin
How to Show Kindness

1. Notice other’s needs
2. Feel and understand
3. Meet needs through actions
There is true nobility in the soul of that man or woman who sincerely desires and strives to lead children out of contaminating influences into an environment of high ideals and lofty endeavor.

David O. McKay, 1953
http://education.byu.edu/pbsi/

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The mission of the Brigham Young University David O. McKay School of Education is “…to improve learning and teaching in the school, as well as in the home, church and community worldwide.” To accomplish this mission the university, schools and families must work in partnership.