Best Behavior: Building Positive Behavior Supports in Schools

• **What:** An opportunity to build positive behavior supports in schools via the Best Behavior staff development program.
Today’s Presenter

- Jeffrey Sprague, Ph.D., is a professor of special education and co-director of the University of Oregon Institute on Violence and Destructive Behavior. He directs federal, state, and local research and demonstration projects related to school wide discipline, alternative education, juvenile delinquency prevention, school inclusion, school-to-work transition and employment, and school safety.
Agenda

• Introductions
• Discussion/presentation of research behind Best Behavior
• Best Behavior format and content review
• Outline evaluation and coaching methods
  – Assessing fidelity or treatment adherence
  – Giving data-based feedback
• Answer questions about the materials and communicating with Sopris West or IVDB
Introductions

• Experience with School-wide PBIS/Best Behavior Implementation
  – Has your school used this approach?
    • In a state or local initiative?
    • Only at your school?
  – Does your team have a formal process for collecting and using office discipline referral and other data for decision-making?
The Proper Mission and Role of Today’s Schools

• Develop the social **and** academic skills of **all** students—including at-risk students

• Teach academic readiness and reading skills that support academic engagement-achievement

• Teach social skills that support socially effective behavior (self control, self regulation, social reciprocity)
Background Research: Why Best Behavior?

• Child and Adolescent Risk is Great

• School Practices can make a difference
  – The biggest difference!
Major Office Discipline Referrals
www.swis.org

K=6 (N=1010)  6-9 (N=312)  9-12 (N=104)
We Know a Lot About Human Development

• It’s never too early, nor too late to nurture and support children and youth
  – Prevention is the outcome for everyone
  – Intervention is how we achieve prevention

• Simple things form the basis for all interventions
  – Positive, caring interactions
  – Monitoring and supervision by adults
  – Physical activity
  – Multiple points of influence – families, communities, schools, peer groups
How do some children grow up to be challenging?

- Risk factor exposure
  - Poverty/low income
  - Family Stress
    - Abuse or neglect
    - Harsh and inconsistent parenting practices
    - Community Disorganization
    - Deviant peer affiliation
  - Academic Failure
  - Disability
Impact of Poverty on 6th Grade Risk Factors, SDP

Percent of 6th Graders with Risk Factors by Poverty Level 2003-04

- Failed reading
- Failed math
- Poor attendance
- Has major risk factor

Legend:
- Lowest poverty schools
- Lower poverty schools
- High poverty schools
The Impact of Adverse Childhood Experiences Throughout The Lifespan

1. Adverse Childhood Experiences
2. Disrupted Neurodevelopment
3. Academic, Emotional and Behavioral Problems
4. Early Adoption of Health Risk Behaviors
5. Onset of Disease and Disability
6. Early Death

Where is school on the path to failure, disease and death?
Why not just focus the “few” students that are the biggest problems?

- If we only respond to the toughest students, we will never get to all of them, and we may make more!
- All children and youth need a “village” to return to
- Bystanders (peers, parents/family, teachers, others) are the village!
ZITS

WE HAVEN'T SEEN YOU FOR A WHILE, PIERCE.

I KNOW.

I'VE BEEN ATTENDING COMPULSORY OPPORTUNITY SESSIONS DESIGNED TO REDIRECT BEHAVIORS THAT ARE INTERFERING WITH MY POTENTIAL FOR SUCCESS.

WOW!

WHEN DID THEY STOP CALLING IT "DETENTION"?

WHEN THE PRINCIPAL GOT HIS PH.D.
Reasons to Refer or Suspend

• “Punish”
• “Cool off”
• Inform or Warn Parents
• Remove difficult students
• ?????
Sanctions such as office referrals or suspensions may appear to “work” in the short term:

- Removes student
- Provides relief to teachers, peers, administrator
- We often attribute responsibility for change to student &/or others (family)
Does Punishment Work Without A Balance of Positive Acknowledgement?

• Detrimental effects on teacher-student relations
• Modeling: undesirable problem solving
  – Reduced motivation to maintain self-control
  – Generates student anger
  – May result in more problems (Mayer, 1991)
    • Truancy, dropout, vandalism, aggression
• Does not teach: Weakens academic achievement
• Limited long term effect on behavior
Questions to ask

• How can we make the behavior support process
  – Help students accept responsibility?
  – Place high value on academic engagement and achievement?
  – Teach alternative ways to behave?
  – Focus on restoring the environment and social relationships in the school?
Goal: Create a Positive, Inclusive School Culture

- Establish school wide rules and behavioral expectations
- Promote a set of positive values and behaviors about how we treat each other
- Recognize and reward kids and adults!
- Use objective data to adjust the program and give feedback to school personnel and others
- Train and support staff, students and families over multiple years
Three-tiered Model of Behavioral and Academic Support Systems

Academic Support Systems

Targeted and Indicated Interventions
• Individual Students
• Frequent assessments
• Individualized supports
• Evidence-based practices

Selected Interventions
• Some students (at-risk)
• Group and individual supports
• Default strategies
• Frequent Assessments
• Evidence-based practices

Universal Interventions
• All students, all subjects
• Preventive
• Frequent Assessments
• Evidence-based practices

Behavioral Support Systems

Targeted and Indicated Interventions
• Few Students
• Functional Assessment-based
• Individualized supports
• Evidence-based practices

Selected Interventions
• Some students (at-risk)
• Group and individual supports
• Default strategies
• Frequent Assessments
• Evidence-based practices

Universal Interventions
• All settings, all students
• Prevention focus
• Frequent Assessments
• Evidence-based practices
RE-AIM for PBS Success

• Reach
• Efficacy
• Adoption
• Implementation
• Maintenance
Re-Aim

• Reach
  – Who is effected by Best Behavior/PBIS?
    • Tier 1, 2, 3?

• Efficacy: How much effect and how fast?
  – Tier 1
  – Tier 2
  – Tier 3
Team Implementation Challenges

- Multiple competing initiatives
- Low implementation priority
- Low staff commitment/agreement
- Lack of administrative leadership
- Inefficient operation & decision making
- Lack of behavioral capacity (knowledge & fluency)
- Non-data based decision making
- Poor implementation accuracy & durability
- ......
Adoption Conditions

- Site council endorses improving school discipline as a formal goal statement
- Principal endorses and encourages participation
- Building staff member buy-in (90%)
- Building level team established
- Building “Coach/Facilitator” appointed
PBS: Adoption Conditions

- School/program improvement priority
- Administrator is an active leader and involved!
- Each school has “champions”
  - Training and coaching for the adults
- Develop standard curriculum content and procedures (for kids and adults)
  - Most adults help implement the program (go with the goers)
  - All students affected and involved (even the tough ones)
- System for performance-based feedback (Are we meeting our outcomes? Are we consistent?)
Implementation Practices

• Train and support a representative team
  – Principal actively leads and facilitates
• Set time to plan and continuously improve
  • Set school-wide expectations
  • Set a plan to teach expected behavior
  • Set a plan to recognize expected behavior and actively supervise
  • Provide firm but fair behavioral corrections
• Use data (student and staff behavior) to make decisions and give/seek feedback to/from staff
School-Level PBS Teams

- Team meets monthly at school
  - Continuous assessment of school progress and problems
  - Implement discipline systems
- Team provides staff training/coaching across the year and is continuously available
- Team gives status report monthly to all staff
  - Office Referral patterns and updates
  - Successes and Concerns
## School Wide Positive Behavior Support Plan Committee Meeting Schedule

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Agenda Items/Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>March 22nd</strong></td>
<td></td>
</tr>
<tr>
<td>After school</td>
<td></td>
</tr>
<tr>
<td>(3:20 to 4:30PM)</td>
<td></td>
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<tr>
<td>in Room 54A</td>
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<tr>
<td></td>
<td>Guest Presenter: Jacqueline Pimentel - LAUSD Behavior Specialist. Presenting the</td>
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<tr>
<td></td>
<td>components of a School Wide Positive Behavior Plan. See power point handout.</td>
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<tr>
<td><strong>April 5th</strong></td>
<td></td>
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<tr>
<td>Lunch &amp; 5th Period</td>
<td></td>
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<tr>
<td>(12:24 to 2:07PM)</td>
<td></td>
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<tr>
<td>in Room 54A</td>
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<tr>
<td></td>
<td>Goal and time line of work to be accomplished by July 97, discuss roles and</td>
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<td></td>
<td>responsibilities of committee members, discuss the 4 to 5 school rules and begin</td>
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<td>developing expected behaviors to be demonstrated in different areas of the</td>
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<tr>
<td></td>
<td>campus.</td>
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<tr>
<td><strong>April 19th</strong></td>
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<tr>
<td>4th Period &amp; Lunch</td>
<td></td>
</tr>
<tr>
<td>(12:24 to 2:07PM)</td>
<td></td>
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<tr>
<td>in Room 54A</td>
<td></td>
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<tr>
<td></td>
<td>Finalize our school rules and expected behaviors in the different areas of the</td>
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<td></td>
<td>campus such as hallways, safe, auditorium, etc...</td>
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<tr>
<td><strong>May 3rd</strong></td>
<td></td>
</tr>
<tr>
<td>6th Period &amp; After</td>
<td></td>
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<tr>
<td>school (2:07 to 4:00PM)</td>
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<tr>
<td>in Room 54A</td>
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<tr>
<td></td>
<td>Develop a system of consequences - progressive discipline and a system of rewards</td>
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<tr>
<td></td>
<td>Discuss levels of responsibility and enforcement.</td>
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<tr>
<td><strong>May 24th</strong></td>
<td></td>
</tr>
<tr>
<td>After school</td>
<td></td>
</tr>
<tr>
<td>(3:20 to 4:30PM)</td>
<td></td>
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<tr>
<td>in Room 54A</td>
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<tr>
<td></td>
<td>Finalize our consequences - discipline and rewards. Discussion on the “Tipping</td>
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<td></td>
<td>Point” Theory and what rules/behaviors do we want to focus our enforcement on?</td>
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<tr>
<td></td>
<td>Develop a plan and time line of how to teach, re-teach to staff and students.</td>
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<tr>
<td><strong>June 14th</strong></td>
<td></td>
</tr>
<tr>
<td>Lunch &amp; 5th Period</td>
<td></td>
</tr>
<tr>
<td>(12:24 to 2:07PM)</td>
<td></td>
</tr>
<tr>
<td>in Room 54A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Finalize plans and time line for rolling out the SWPBS Plan to teachers, students</td>
</tr>
<tr>
<td></td>
<td>and staff.</td>
</tr>
<tr>
<td><strong>June 28th</strong></td>
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<tr>
<td>No Meeting</td>
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</tbody>
</table>

All meetings will be held in Room 54A (back door of old auto shop). Class coverage will be arranged for all teachers needing one, unless the teacher informs Ms. Woertel (Ext. 245 or 348) if they are not planning on attending.
Embedded Practices

• Team meets monthly at school
  – Revisit goals and look at data
  – Plan strategies
• Team continuously assesses progress toward goals and objectives
• Staff training/coaching is provided across the year and is continuously available
• Team gives status report monthly to all staff
  – Office Referral patterns and updates
  – Successes and Concerns
Best Behavior

• Standardized Curriculum for Adults
• Adult learning design
  – Limit lecture
  – Emphasize work and fun!
• 20 Chapters in Best Behavior
  (www.sopriswest.com)
• Important work is completed in training: no train and hope
Whole School
Family Support
Individual Student Support
Classroom Management
School discipline and student violence: An introduction

• Knowledge test re: school and classroom discipline facts
  – Problem of school violence and discipline problems
  – Prevalence and life outcomes for antisocial children and youth
  – Review of evidence-based practices (what works, what doesn’t)
School Organization: Building an Effective Discipline Team

• Describe the components of a comprehensive school discipline system
• Identify priorities for intervention
• Develop an implementation plan
• Respond to 5-10 questions regarding effective school discipline
• School discipline teams
• Complete “Assessing behavior support in schools” checklist
First Tasks

• Team assesses status of four systems (School-wide, classroom, non-classroom, individual student)
• 3-4 annual goals are set into an action plan (revise annually)
• Establish a system for tracking and analyzing discipline referral patterns
Defining School and Classroom Rules and Behavioral Expectations

• Define 3-5 positively stated school rules
  – Compliance, peer-peer interactions, effort, safety
  – Respond to 5 questions regarding the features of school rules
  – Features of effective school rules (important student behaviors)
  – Develop a “rules grid” outlining school behavior expectations
<table>
<thead>
<tr>
<th>Safe</th>
<th>Respectful</th>
<th>Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Examples</strong></td>
<td>• Hands and feet to self</td>
<td>• Be on time and prepared</td>
</tr>
<tr>
<td></td>
<td>• Ask permission to leave assigned areas</td>
<td>• Stay on task</td>
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<tr>
<td></td>
<td>• Follow directions and safety procedures</td>
<td>• Resolve attendance issues before class</td>
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<tr>
<td></td>
<td>• Keep walkways clear</td>
<td>• Sign in/ sign out</td>
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<tr>
<td></td>
<td></td>
<td>• Clean up after yourself</td>
</tr>
<tr>
<td><strong>Bus Slip Examples</strong></td>
<td>• Hands and feet to self</td>
<td>• Clean up after yourself</td>
</tr>
<tr>
<td></td>
<td>• When busses are present, remain on sidewalk</td>
<td>• Remind others to follow rules</td>
</tr>
<tr>
<td></td>
<td>• Walk at all times</td>
<td></td>
</tr>
<tr>
<td><strong>Eating Areas Examples</strong></td>
<td>• Hands and feet to self</td>
<td>• Clean up after yourself</td>
</tr>
<tr>
<td></td>
<td>• Walk at all times</td>
<td>• Remind others to follow rules</td>
</tr>
<tr>
<td></td>
<td>• Keep walkways clear</td>
<td></td>
</tr>
<tr>
<td><strong>Assembly Examples</strong></td>
<td>• Hands and feet to self</td>
<td>• Sit quietly</td>
</tr>
<tr>
<td></td>
<td>• Enter and exit in an orderly fashion</td>
<td>• Remind others to follow rules</td>
</tr>
<tr>
<td></td>
<td>• Keep walkways clear</td>
<td></td>
</tr>
<tr>
<td><strong>Hallway Examples</strong></td>
<td>• Hands and feet to self</td>
<td>• Clean up after yourself</td>
</tr>
<tr>
<td></td>
<td>• Keep walkways clear</td>
<td>• Inform staff of spills and wait for help</td>
</tr>
<tr>
<td></td>
<td>• Walk at all times</td>
<td></td>
</tr>
</tbody>
</table>
Teaching School Rules

• Develop a sample lesson plan for teaching the rule
• Features of effective social skill lessons
• How often must I teach?
• Booster sessions
• Practice teach a school rule lesson (provided)
Teaching Behavioral Expectations

• Teach behavior the same way you teach other subjects
  – Define the concept to be learned (the label)
    – Provide rationale/ logic
  – Provide positive examples, and emphasize the key features of the positive examples
  – Juxtapose positive examples with negative examples to build precision
  – Practice positive performance with recognition
### Focus Area: School-wide behavior expectations
### The topic/Rule: Be respectful

<table>
<thead>
<tr>
<th>What do we expect the student to do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Speak respectfully to adults and peers</td>
</tr>
<tr>
<td>2. Use respectful words to resolve conflicts</td>
</tr>
<tr>
<td>3. Keep hands and feet to self in common areas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How will we teach the expected behavior?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tell why following the rule is important:</strong> It is important to be respectful to your peers and adults in the school. Using words or actions to harass, tease, or bully another person is inappropriate and can hurt others physically or emotionally. Negative interactions in the school interfere with learning and can cause problems at school and in the community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>List examples and non examples of the expected behaviors (at least three each):</th>
<th>Ask students to identify examples and non-examples of each part of the rule. Ask them to identify both and tell why it is a good or bad example of expected behavior. These are examples you might use:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. <strong>A positive example:</strong> Joe bumped into Mary in the hallway and her books fell to the ground. She was upset because she would be late to class and started to call him names. Joe recognized that he was not paying attention and decided to apologize and help Mary pick up her books. His teacher gave him a positive referral and Mary thanked him for resolving the problem with respect.</td>
<td></td>
</tr>
<tr>
<td>b. <strong>A non example:</strong> Joe bumped into Mary in the hallway and her books fell to the ground. She was upset because she would be late to class and called Joe a “jerk”. Joe got angry and told Mary she was ugly and stupid. He walked away and Mary was late for class. Mary was mad and began to spread untrue rumors about Joe to her friends.</td>
<td></td>
</tr>
</tbody>
</table>

Teachers should prompt students to (a) identify the problem, (b) think of one or more respectful solutions to the problem, (c) choose one of the solutions, (d) carry it out, and (e) evaluate the solution.

<table>
<thead>
<tr>
<th>Provide opportunities to practice and build fluency:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Set aside a few minutes at the beginning of each period to practice the rule.</td>
</tr>
<tr>
<td>2. As the teacher models, have individual students demonstrate examples and non examples of following the rule (role play)</td>
</tr>
<tr>
<td>3. Tell students about the consequences for following and not following the rules.</td>
</tr>
</tbody>
</table>
School-wide Reinforcement and Recognition Systems

- List components of effective reward systems
- Facts and fiction about positive reinforcement
- Discuss “what you always wanted to know about praise and rewards”
- Implementing a school-wide reward system
- How to increase consistency among the adults
- Develop a draft reinforcement and reward plan
Example: School wide token economy

• Every staff member on campus is provided 20 Good Behavior Bucks each week
  – Hand out 1 per day to students who are following school rules exceptionally well
  “Principal Super Buck” or “Sub Super Buck”
  – 1 buck counts as 5

• Good Behavior Bucks turned in at the end of the week/month for prizes or privileges
  – Alter the program based on the data
  – Use multiple systems!
Logan Early Education Center
High Fives
Sharing

Name__________________
Teacher______________
Room______________

Walter Reed Middle School

Logan Early Ed Center

Lockhurst Elementary

LAUSD Presents This Award To Local District 5
Your Work Means The World To Our Students.
Issues Regarding Positive Reinforcement

- Shouldn’t Children at this age know what is expected?
- Praising feels unnatural.
- Isn’t Praise manipulative and coercive?
- Isn’t it bribing?
- Won’t students come to depend on tangible rewards?
- Shouldn’t rewards be for special achievements?
- Where will I get money to supply this type of system?
- Do students in Middle and high school still need rewards?
Are Rewards Dangerous?

• “...our research team has conducted a series of reviews and analysis of (the reward) literature; our conclusion is that there is no inherent negative property of reward. Our analyses indicate that the argument against the use of rewards is an overgeneralization based on a narrow set of circumstances.”

– Judy Cameron, 2002
  – Cameron, 2002
  – Cameron & Pierce, 1994, 2002
  – Cameron, Banko & Pierce, 2001

• “The undermining effect of extrinsic reward on intrinsic motivation remains unproven”

  » Steven Reiss, 2005

Systematic Supervision of Common Areas

• Systematic Supervision [www.lookiris.com](http://www.lookiris.com)!
  – Positive Contacts
  – Positive Reinforcement
  – Scanning and Movement
  – Correcting Behavioral Errors
  – Mapping the Area and Setting a Plan
Continuum of Consequences for Behavioral Errors

• Do not ignore problem behavior.
  • (unless ignoring is part of a specific program)
• Define specific teacher responses for “minor” and “major” problem behavior.
• Define a general “rule” for when a teacher should send a student to the office.
• Do NOT expect office referrals to change behavior.
  • Use office referrals to (a) prevent problem behavior from being rewarded, (b) prevent escalation, and (c) prevent problem behavior from interrupting on-going instruction.
  • Use teaching to change behavior
• See www.swis.org for a list of behavioral definitions for problem behavior.
When dealing with non-compliance

- Stop and think
- Restate the request (won’t do it or can’t do it)
- Matter of factly deliver the penalty or loss of privilege if that is your plan.
- Avoid…
  - Arguing with the student
  - Holding a grudge
  - Trying to make the student feel bad or guilty for previous poor choices
Using Discipline Referrals to Diagnose School-wide and individual student needs (www.swis.org)

• Describe features of a good discipline referral system
• Decide school program needs for tracking discipline referrals
• Design or adapt your discipline referral form and system
• Discuss increasing consistency of discipline referrals
• Review discipline referral data and discuss improvement needs
Is There a Problem?

Office Referrals per Day per Month

Last Year and This Year

School Months

Ave Referrals per Day

Sept  Oct  Nov  Dec  Jan  Feb  Mar  Apr  May  Jun

0  5  10  15  20
Is There a Problem?

Office Referrals per Day per Month

Last Year and This Year

Ave Referrals per Day

School Months

Sept Oct Nov Dec Jan Feb Mar Apr May Jun

Office Referrals per Day per Month

Last Year and This Year
Frequency of Problem Behaviors

Problem Behaviors: 18
Referrals: 134
Referrals by Location

Locations: 13  Referrals: 134

By CountOfLocation

Other  Gym  On bus  Park lot  Special evnt  Library  Bus zn  Hall  Bathrm  Café  Plyed  Class  Common

Main Menu | Return to previous location
Referrals by Time

Times: 35  Referrals: 134
Effective Classroom Management: The Building Blocks

• Classroom Organization: Establishing the Environment
• Critical features for design and management of classrooms
• Complete a discrepancy checklist re: classroom features
Classroom rules: Teaching Behavioral Expectations

- Specifying behavioral expectations
- Providing practice
- Reinforcement
- Correction
- Tracking results and providing feedback to students
Getting and Maintaining Student Attention

- Using an attention signal
- Alpha and Beta Commands
- Using proximity
- Concentration game
- Red and Green card game
  - Good Behavior Game (variation)
What about those “tough” kids?

- School-wide capacity is a key building block
- First focus on school capacity and organization
  - consistency
  - morale
- If we only respond to tough kids, we will never get to all of them!
- If we use only punishment or sanctions, we will actually make more!
  - Evidence on punishment without a balance of teaching and reinforcement
Three-Tiered Model of Intervention

- **Primary Intervention**
  - All Students
  - (75-80% of students)
  - Preventing Harm

- **Secondary Intervention**
  - At-risk Students
  - (15-25% of students)
  - Reversing Harm

- **Tertiary Intervention**
  - High-risk Students
  - (5-10%)
  - Reducing Harm
Responding to escalating behavior and verbal harassment

• Signs of escalation
• The escalation cycle
• Ways to prevent escalation
• Ways to respond to escalation
• Practice vignettes
• “defusing anger and aggression”
  – www.lookiris.com
Colvin’s Approach to Defusing Escalation

• Stop and think….
• Restate the expected behavior and bring other students on task.
• Recognize other students for acceptable behavior
• Speak privately, and acknowledge agitation calmly.
• Isolate, ignore, or offer support to the “escalating” student.
• Give the student a positive choice (e.g., “You can either get back to work or go to the office.”)
• Step away and give the student time to respond (“I will give you a chance to think about it.”), unless it is an emergency.
• If the student complies, recognize and acknowledge cooperation.
• If the student continues to escalate, implement the preplanned consequence school emergency procedures as appropriate (e.g., room clear, get other adults.
Function-based Behavior Plans for All Students

• Overview of functional assessment
• Moving from functional assessment to support
• Conduct a “brief” functional assessment
• Effective interventions
• Competing Behavior—Teach a “fair pair”
• Develop Behavior Plans
Curriculum Adaptation to Reduce Problem Behavior

- Rationale for adaptation
- Major types of adaptation
- Process for adapting
- Evaluating Adaptations
- Adapt sample lesson plan to reduce problem behavior
Teaching Self Management

• What is self management?
• Why teach self management?
• Methods for teaching self management
Systems of PBS

- School wide
- Common area
- Classroom
- Individual Student
- We also need Family and Community Communication System!
Families Have a Central Role

- Schools and families must be partners in supporting and socializing students
- Without parent collaboration, school behavior gains may be limited to that setting
- Parent and community support can significantly increase the effectiveness of any school intervention
Challenges to Family Involvement

• Parents and community members are not clearly informed
• Parents may have had negative school experiences themselves
• The first contact typically happens when there is a problem with the student
What do Families Need from School?

• To hear from the teacher at the beginning of the year (and regularly thereafter)
• To know specific expectations for the student
• To learn about problems before they get out of hand
• To have general information about what is going on at school
• To hear good things about their child!
Implications

• Support schools for multiple years
• Embed staff development across the year (training and coaching)
• Use data to give feedback to implementers
• Combine universal/school wide and targeted (at-risk students) interventions
Questions?