**Primer on Preventive Behavior Management Practices**

**Positive Behavior Supports:**
*Catchin’ ‘em Early, Positively, and Frequently*

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**PURPOSE**
Highlight important role of paraeducators in development social competence of children & youth

**“BIG IDEA” TOPICS**
*Primary prevention logic*
*Basic best practices*
*Teaching & encouraging social skills*
*Culture*

**POSSIBLE TOPICS**
*Primary prevention logic*
*Basic best practices*
*Teaching & encouraging social skills*
*Culture*

**PBIS (aka SWPBS, MTSS, MTBF, RtI-B...)**
Framework for enhancing adoption & implementation of

**CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT**

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior
Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior
Primary Prevention: School-Classroom-Wide Systems for All Students, Staff, & Settings
Continuum of Support for All

Label behavior...not people

Behavior Support

Continuum of Support for ALL: “Molcom”

Positive School & Classroom Climate

Did you feel that!

Working assumptions

- Biology is important
- Environment is important
- Behavior is learned & lawful
- Behavior can be taught & enhanced
**Logic & change theory**

**INPUTS**
- WHAT WE DO
  - Teach directly
  - Maximize opportunities to respond & succeed
  - Engage in preventive & positive behavior management

**OUTPUTS**
- WHAT WILL BE PRODUCED
  - Safe, healthy environments
  - Rich language interactions
  - Caring & trusting relationships

**OUTCOMES**
- WHAT WILL CHANGE
  - Social, emotional, & behavioral competence
  - Academic achievement

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**Coercive Cycle**

<table>
<thead>
<tr>
<th>KID (‐) School Climate</th>
<th>SCHOOL (‐) School Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-compliance &amp; non-cooperation</td>
<td>Reactive management</td>
</tr>
<tr>
<td>Disrespect</td>
<td>Exclusionary disciplinary practices</td>
</tr>
<tr>
<td>Teasing, harassment, intimidation</td>
<td>Informal social skills instruction</td>
</tr>
<tr>
<td>Disengagement &amp; withdrawal</td>
<td>Poor implementation fidelity of effective practices</td>
</tr>
<tr>
<td>Nonattendance, tardy, truancy</td>
<td>Inefficient organization support</td>
</tr>
<tr>
<td>Violent/aggressive behavior</td>
<td>Poor leadership preparation</td>
</tr>
<tr>
<td>Littering, graffiti, vandalism</td>
<td>Non-data-based decision making</td>
</tr>
<tr>
<td>Substance use</td>
<td>Inefficient, ineffective instruction</td>
</tr>
<tr>
<td>Disengagement &amp; withdrawal</td>
<td>Negative adult role models</td>
</tr>
<tr>
<td>Nonschool attendance, tardy, truancy</td>
<td>Substantial use</td>
</tr>
<tr>
<td>Violent/aggressive behavior</td>
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**Positive Reinforcement Cycle**

<table>
<thead>
<tr>
<th>SCHOOL (+) School Climate</th>
<th>KID (+) School Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive &gt; negative contacts</td>
<td>Compliance &amp; cooperation</td>
</tr>
<tr>
<td>Predictable, consistent, &amp; equitable treatment</td>
<td>Respect &amp; responsibility</td>
</tr>
<tr>
<td>Challenging academic success</td>
<td>Positive peer &amp; adult interactions</td>
</tr>
<tr>
<td>Adults modeling expected behavior</td>
<td>Engagement &amp; participation</td>
</tr>
<tr>
<td>Recognition &amp; acknowledgement</td>
<td>Attendance &amp; punctuality</td>
</tr>
<tr>
<td>Opportunity to learn</td>
<td>Anger &amp; conflict management</td>
</tr>
<tr>
<td>Safe learning environment</td>
<td>Safe &amp; clean environment</td>
</tr>
<tr>
<td>Healthy food &amp; substance use</td>
<td>Healthy food &amp; substance use</td>
</tr>
<tr>
<td>Self-management behavior</td>
<td>Self-management behavior</td>
</tr>
</tbody>
</table>

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**What’s It Take to Shift from Negative to Positive School Climate??**

**Negative Student Behavior**
- Coercive Cycle
- Negative School Behavior

**Positive School Behavior**
- Positive Reinforcement Cycle
- Positive Student Behavior

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**Establish positive school climate**

- Communicating positively
- Supervising actively
- Teaching important social skills
- Maximizing academic success
- Modeling good behavior
- Recognizing good behavior
Teaching social skills explicitly

Establishing stimulus control... like academic skills

Social Skills Misrules

- Punishment teaches
- Punishment signals error.
- Punishment does not teach SS.

Teach “1 hour every Monday”
- SS are needed all day.
- SS are prompted & practiced all day.

Not my responsibility
- SS are needed to learn.
- SS are needed to teach.

Bad behavior is trait
- SS (good/bad) learned & taught.
- Teaching SS should be formal.

“Power of Habits”
Charles Duhigg, 2012

CUE
- Dessert
- Tv
- Tease
- Difficult work

HABIT
- Eat
- Sit
- Hit
- Destroy work

REWARD
- Satisfied
- Entertained
- Teasing stops
- Work removed

CHALLENGE: Replacing current behavior (strong habit) with new behavior (weak habit)

Subtitle: “Why We Do What We Do in Life & Business”

Establishing/Replacing Habit
Charles Duhigg (2014)

CUE
- Remove competing cue
- Add desired cue

HABIT
- Teach acceptable alternative
- Teach desired alternative

REWARD
- Remove reward for old habit
- Add reward for new habit

All three elements are addressed in SSI

BASIC TEACHING APPROACH

1. SOCIAL SKILL
2. NATURAL CONTEXT
3. BEHAVIOR EXAMPLES

Teaching Matrix

Expectations
- Respect Ourselves
- Respect Others
- Respect Property

Setting
- All Settings
- Hallways
- Cafeteria
- Assembly Bus

Teaching:
- Define simply
- Model w/ clear examples & nonexamples
- Practice frequent examples in natural settings
- Supervise, acknowledge, & correct
- Adjust instruction based on progress

Respect
- Ourself
- Others
- Property

Whispers, murmur
- Quiet voice
- Whisper
- Speak

Clean
- Pick up
- Stay clean

etc.

Guiding questions:
1. SOCIAL SKILL
2. NATURAL CONTEXT
3. BEHAVIOR EXAMPLES

CUE
- Remove competing cue
- Add desired cue

HABIT
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REWARD
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All three elements are addressed in SSI
Phases of Learning & Teaching

**Acquisition**: Do it accurately
- Do it accurately, smoothly, & at right speed
- Keep doing it after teaching

**Fluency**: Keep it accurate
- Do it accurately, smoothly, & at right speed
- Keep doing it after teaching

**Maintenance**: Keep it accurate & similar
- Keep doing it in new & similar places

**Generalization**: Adjust doing it to fit new situations
- Adjust doing it to fit new & different places

**Adaptation**: Adjust doing it to fit new & different places
- Keep doing it in new & similar places

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Consider culture & context

Where’d you learn that?

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Potential for cultural exchange & conflict

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Preventive positive behavior management
Guiding principles.....

Professional
- Respond in manner that is business-like, objective, neutral, impartial, unbiased

Culturally
- Be considerate of individuals learning history & experience (e.g., family, community, peer group)

Informed
- Use progress data to make decisions

Fidelity
- Use data on implementation accuracy & fluency

Educational
- Consider quality of design & delivery of instruction

Constructive
- Explicitly teach, model, prompt, monitor, & reinforce expected behavior

Preventive
- Pre-arrange environment to anticipate & encourage previously taught social skills & discourage behavior errors

Developmental
- Consider age, cognitive, and physical characteristics

Preventive behavior management for group activities

Before
- Entering
  - 1st minute
- During
  - Last minute
  - Leaving

General Behavior Management

ALL THE TIME

- ACTIVELY SUPERVISE continuously (scan, eyes up, move)
- MODEL expected behavior
- REMIND of expected behavior before problem situations
- DESCRIBE and RESTATE frequently
- RECOGNIZE successful expected behavior whenever possible
- RETEACH when behavior errors occur

1. PREVIOUS PROBLEM
- Precorrect (restate) positively & acknowledge ASAP before problem reoccurs.

"What do we do when.......?
"Show me......"

2. COMING TO GROUP
- Greet positively w/ student name

"G'morning, Mike"  "Hello, Darci"  "Buenos Dias, Margie"

3. FIRST MINUTE
- Review classroom/school behavior expectations

"Ready to learn."  "Ready to do......"  "Raise hand."
4. >1 EVERY 5 MINUTES

Acknowledge displays of behavior expectations

“Thank you for…….”
“Excellent being ready.”
“Good listening, Jorge”

5. MINOR BEHAVIOR EVENT

Respond quickly and briefly to minor problem behaviors
- 1st time: Acknowledge others for expected behavior
- 2nd time: Quick reteach

“Thank you, Manuella, for…….”
“Theora, “When you need help, raise your hand, & I will help you.”

6. CLOSING TRANSITION

- Acknowledge expected behavior
- End positively with student name

“Ashley, good job with…….”
“Nick, thank you for…….”
“Jorge, mucho gracias…….”

Essential Behavior & Classroom Management Practices

See Classroom Management Self-Checklist

![Classroom Management: Self-Assessment](image)

<table>
<thead>
<tr>
<th>Classroom Management Practice</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have arranged my classroom to minimize crowding and distraction</td>
<td>Yes</td>
</tr>
<tr>
<td>2. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.)</td>
<td>Yes</td>
</tr>
<tr>
<td>3. I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules)</td>
<td>Yes</td>
</tr>
<tr>
<td>4. I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (See top of page.)</td>
<td>Yes</td>
</tr>
<tr>
<td>5. I provided each student with multiple opportunities to respond and participate during instruction</td>
<td>Yes</td>
</tr>
<tr>
<td>6. My instruction actively engaged students in observable ways (e.g., writing, verbalizing)</td>
<td>Yes</td>
</tr>
<tr>
<td>7. I actively supervised my classroom (e.g., moving, scanning) during instruction.</td>
<td>Yes</td>
</tr>
<tr>
<td>8. I ignored or provided quick, direct, explicit reprimands/instructions in response to inappropriate behavior.</td>
<td>Yes</td>
</tr>
<tr>
<td>9. I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.)</td>
<td>Yes</td>
</tr>
<tr>
<td>10. In general, I have provided specific feedback in response to social and academic behavior errors and commend accomplishments.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Overall classroom management score:

10-8 “yes” = “Super” 7-5 “yes” = “So-So” <1 “yes” = “Improvement Needed”
Concluding comments

Now what?

<table>
<thead>
<tr>
<th>&quot;Don't Throw Stones!&quot;</th>
<th>IMPLEMENTATION</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Effective</td>
</tr>
<tr>
<td>PRACTICE</td>
<td></td>
</tr>
<tr>
<td>Effective</td>
<td>Maximum Student Benefits</td>
</tr>
<tr>
<td>Not Effective</td>
<td></td>
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SWPBS emphasis

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Valid Decision Making

GOAL (Big Outcome)

"Organizations are groups of individuals whose collective behaviors are directed toward a common goal & maintained by a common outcome"

Skinner, 1953, Science of Human Behavior