

Creating Positive and Safe School Environments: Working at the Tip of the Triangle

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Behavior In Schools



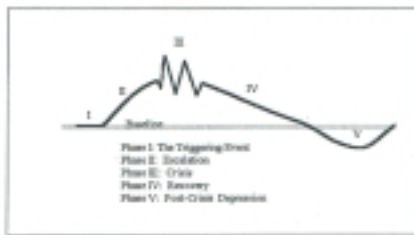
Basic Law of Human Behavior

Individuals engage in behavior in order to obtain something they desire or delay/avoid/escape something that they don't want.

Challenging Behavior

- Problem in form not function
- It is adaptive! Just not appropriate
- Communicative in nature
 - It's effective!

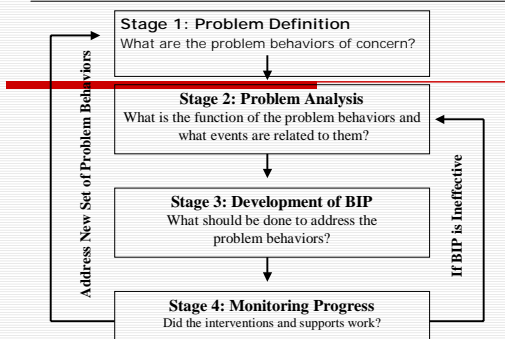
Behavior Escalation Curve



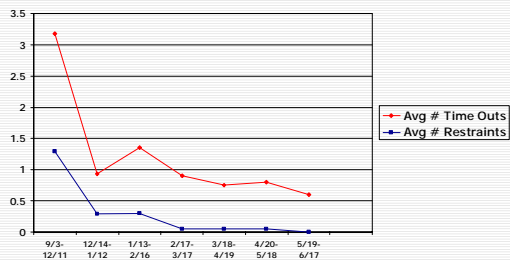
Decision-Rules

- Three suspensions from school within 10 days
- Recognition from any staff member that improvements are warranted to a student's educational program
- Parents express concerns with academic or behavior program

Stages in Conducting FBAs and Developing BIPs



Average Number of Seclusionary Time-outs and Physical Restraints



A-B-C Observation Form

Student _____ School _____
 Teacher _____ Class/District _____
 Observer _____ Date _____

SETTING DESCRIPTION: _____

TIME	ANTECEDENTS	BEHAVIORS	CONSEQUENCES

STUDENT INTERVIEW - CLASS SCHEDULE

STUDENT: _____ DATE: _____
 Please place an "X" in each column to show the times and classes where you have difficulty with the behaviors we talked about. If you have a lot of difficulty during a period, place an "X" on or near the 6. If you have little difficulty, place the "X" on or near the 1.

Daily Schedule

Teacher/C lass	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Most Difficult 6								
4								
3								
2								
Least Difficult 1								

Antecedents to Inappropriate Behavior

Frustration or boredom

- unable
- too difficult
- lack of communication skills
- interruptions
- pace
- environment
- rate of prompting
- expectations



Antecedents to Inappropriate Behavior

Over-stimulation

- Environment
- Rate of prompting
- Pace

Environmental

- Expectation or models



Behavior Intervention Plan

Student:	DOB:	Date of Staffing:	Teacher(s):
Team Members Present:			

Slow Triggers (Setting Events)	Fast Triggers (Antecedents)	Problem Behavior	Perceived Function	Actual Consequence
				Teacher(s): Peer:

Hypothesis Statement:

"When _____ (Antecedent Event) _____ in conjunction with _____ (Setting Events) _____, he/she does _____ (Problem Behavior) _____, in order to _____ (Perceived Function)."

Description of the desired behavior:

Specific Hypotheses - examples

- ✦ When Anna is not engaged with others or activities for fifteen minutes or longer (especially during lunch or break time), she screams, slaps her face, and pulls her hair to gain access to teacher attention.

- ✦ When Hayden is presented with academic work that requires much writing, he will mumble derogatory comments about his teacher, refuse to complete his work, destroy his assignments, and push his desk over in order to escape academic failure in front of his peers.

What is Positive Behavioral Support?

- Emphasizes intervention strategies that are not aversive and do not rely upon coercion or punishment
 - Aversive procedures are those that involve the delivery of pain, the withholding of basic human needs, or cause social humiliation

- Identifies procedures specifically designed to build new competencies

**Tips for Success:
Prior to the Staffing**

- Identify participants
 - Identify and reserve (if necessary) a meeting place
 - Facilitate communication of logistics to participants
 - Summarize existing data
 - Identify potential additional data sources
-

**Tips for Success:
During the Staffing**

- Come prepared with handouts, graphs, and other necessary materials
 - Foster active participation of all participants
 - Use effective meeting strategies
 - Determine behavioral anchored criteria for progress
 - Schedule follow-up evaluation meeting
-

**Tips for Success:
After the Staffing**

- Disseminate staffing results to participants and others as necessary
 - Monitor the intervention
 - Communicate and display intervention data
-

Managing Low Level Misbehavior

Begin with positives
 ↓
 Build rapport, nurture rapport
 ↓
 Review setting & activity specific expectations
 ↓
 Go to the "good model"
 ↓
 Remind student of the expectations / use proximity
 ↓
 Request student to "Take Time" / use another anger management strategy
 ↓
 Request student to go to "Problem Solving" / take consistent action

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Centennial School Daily Point Sheet / Elementary Progress Report																
Behavioral Goals	Attendance	Math	Reading	Writing	Science	Art	Music	Physical Education	Language Arts	Math	Science	Social Studies	Art	Music	Physical Education	Other
1. Be there, be ready. (only in seat area)																24
2. Be responsible. (work up to expectations)																24
3. Be respectful. (touch hand to ally)																24
4. Keep hands & feet to self.																24
5. Follow directions.																24
Total (per period)																/ /
Total Points																
Behavioral Outburst(s)																
Teacher Initials																

Key
 2 Meets Expectations 1 Close To Expectations 0 Below Expectations

Daily Progress Report

Teacher Comments: _____ Homework Tonight? (subject circled above) YES or NO Teacher Signature: _____
 Parent Comments: _____ Parent Signature: _____

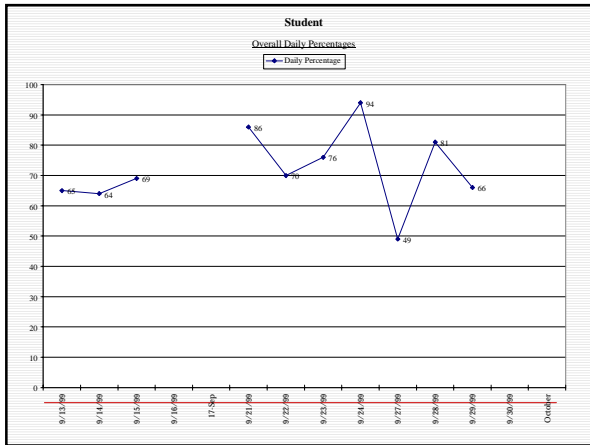
Taking Time

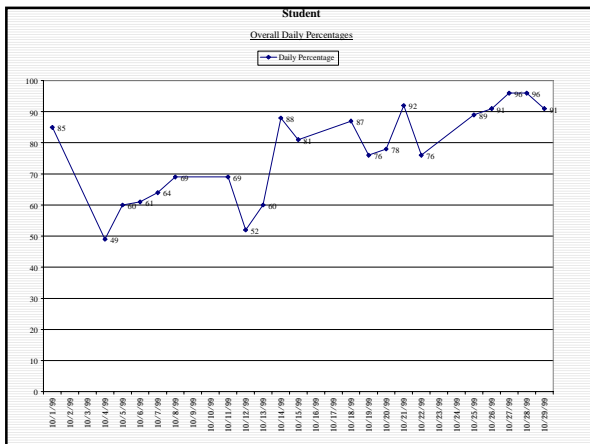
- I feel _____
 (emotion or physical feeling)
- I need to take time
- May I go _____ for _____
 (place) (amount of time)

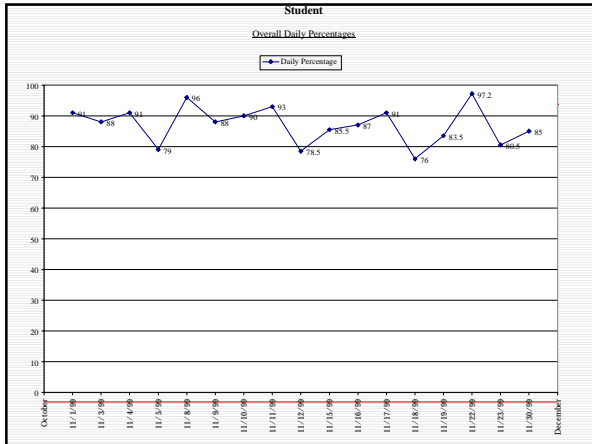
Problem-Solving

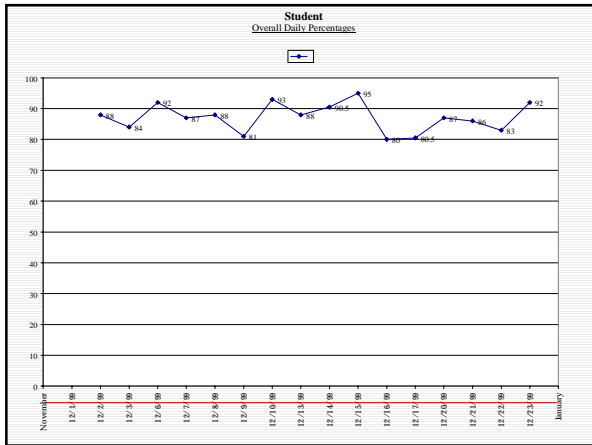
- A) **Problem identification** – student identifies the issue that resulted in the misbehavior
- B) **Prevention** – student articulates a replacement behavior he or she could have emitted to have avoided the problem in the first place
- C) **Plan** – student identifies the behaviors, including consequences, that can remedy the present situation
- D) **Commitment** – student commits to a personal plan and to follow through with the plan

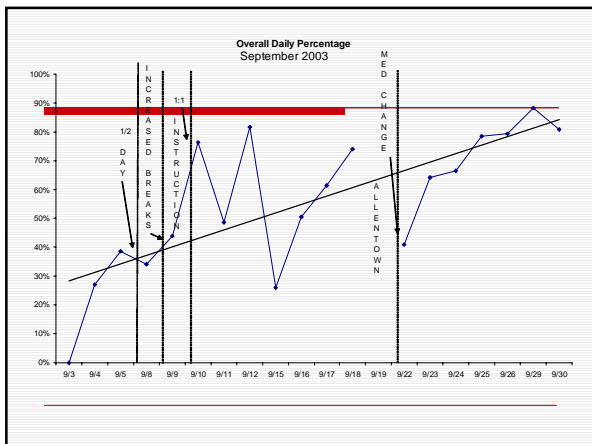
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Encourage students to view themselves as they want to be in the future, not as individuals who have failed in the past.

George & George, 2000
