

THE TRIANGLE WITHIN THE TRIANGLE: SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT IN ALTERNATIVE EDUCATIONAL SETTINGS [633]

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Session Plan

Workshop Summary

During the 2005–2006 school year, two school systems began using the promising Schoolwide Positive Behavior Support (SW-PBS) framework that was developed by Effective Educational Practices (EEP). One system was the District of Columbia Public Schools, which used SW-PBS in its Browne Center, a special education component for 12-to 15-year-old students diagnosed with emotional disturbances. The other system was the New York City Public Schools, which used SW-PBS in its District 75, a citywide special education district that consists of schools throughout the city for children with severe disabilities.

While working in both school systems, EEP’s purpose was to improve the school climate by establishing expectations and helping students learn behavior and routines that would produce a more successful school experience for them and lead to higher morale for students and staff.

Using a PowerPoint presentation, the presenters will share information about the six components of SW-PBS, including defining and teaching expectations and routines, actively monitoring behavior, acknowledging appropriate behavior, evaluating outcomes, and correcting behavioral errors. They will also describe the implementation of SW-PBS at the Browne Center and in District 75. Handouts will be provided, and participants will discuss and work on the application of SW-PBS to their own schools and districts.

Specific information to be shared with participants will include (1) the introductory Effective Behavior Support Survey, establishment and work of leadership teams, and summer training for staff; (2) student orientation to newly developed expectations and guidelines for behaviors and routines; and (3) schoolwide visibility of the behavior plan through the use of the Schoolwide Information System (SWIS) for record keeping and the posting of expectations, use of Browne Bucks, etc. (at the Browne Center), and the use of behavioral matrices, acknowledgment systems, etc. (in District 75 schools).

Workshop Goals

1. To introduce the main ideas of Schoolwide Positive Behavior Support: emphasizing individual and collective behavior of educators, building multilevel behavioral supports, and giving priority to an agenda of primary prevention
2. To show how two public school systems (Washington, DC, and New York, NY) have implemented and achieved measures of success with SW-PBS
3. To show how the flexible SW-PBS framework can be applied to almost any school system

Workshop Objectives

1. To review how schools typically handle behavior management
2. To explain why reactive and punitive strategies alone do not yield positive results
3. To suggest what can be done to supplement a typical reactive punitive approach to discipline
4. To provide examples from two alternative educational schools that have implemented a positive approach
5. To help participants determine how their own schools and districts can improve their behavior management practices

Workshop Activities

Workshop activities will include a PowerPoint presentation, questions and answers, and group discussion.

Resources

- Materials from City Springs Elementary School (Baltimore City Schools, Baltimore, MD)
- IEP systems goals and objectives (Fork Union, VA), modified for use in the DC Public Schools special education programs
- Message-in-the-Music program (developed by Maurice Butler, School Social Worker, DC Public Schools)
- Browne Center Schoolwide Behavior Plan (DC Public Schools)

References

- Sprick, R., Garrison, M., and Howard, L. (1998). *CHAMPs: A proactive and positive approach to classroom management*. Longmont, CO: Sopris West
- Walker, H., Colvin, G., and Ramsey, E. (1995). *Antisocial behavior in schools: Strategies and best practices*. Pacific Grove, CA: Brooks/Cole.

Assessment

Participants will complete an educational evaluation form (attached).

The Triangle within the Triangle: Schoolwide Positive Behavior Support in Alternative Educational Settings

Evaluation Form

Presenters: Robert March, Maurice Butler, and Michele Pierro

Please evaluate this session by circling a number after each statement below. 1=strongly agree; 2=somewhat agree; 3=not sure; 4=somewhat disagree; and 5=strongly disagree.

General

1. The presenters effectively described school system dynamics, including the patterns of schoolwide and classroom instruction/intervention vs. those of individualized interventions for at-risk students.
1 2 3 4 5
2. I was made aware of how schools and districts, including my own, generally handle behavior management.
1 2 3 4 5
3. My knowledge of reactive/punitive strategies of behavior management and their limitations was increased.
1 2 3 4 5
4. Adequate information was provided about how to supplement reactive/punitive strategies with proactive/positive strategies of student discipline that focus on student success.
1 2 3 4 5
5. The presenters shared concrete, usable, and transferable information about the Schoolwide-Positive Behavior Support framework and the experiences of Washington, D.C., and New York City public schools.
1 2 3 4 5

Specific

1. Emphasis was placed on the need for primary prevention strategies throughout a school and district.
1 2 3 4 5
2. Sufficient examples were provided of ongoing acknowledgment of students' correct behavior and of students who “do the right thing.”
1 2 3 4 5
3. Stress was placed on the need for establishing behavioral expectations and for constantly monitoring problem behaviors—as opposed to the typical practice of imposing negative consequences that “keep the lid on” but don't change behavior patterns.
1 2 3 4 5
4. Presenters stressed the importance of educators' individual and collective behavior and of the fact that educators can teach the words and actions of the school's behavioral expectations.
1 2 3 4 5
5. Information provided about the Schoolwide Information System (SWIS) increased my knowledge of how to organize and interpret discipline data.
1 2 3 4 5

THANK YOU, AND GOOD LUCK!

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