P.R.I.D.E.

2015 - 2016

Objectives:

❑ Why do student behave poorly?

❑ What is SWPBIS and the P.R.I.D.E. Process

❑ Why use a SWPBIS Process?

❑ How do I use SWPBIS?

So why do students misbehave?

➢ **BECAUSE THEY ARE GETTING SOMETHING OUT OF IT.**

If you punish you haven't gotten to the root cause of the behavior and you haven't inspired them to change their behavior……
you've just forced them to behave differently, you've coerced them through punishment.

"HOW'S THAT WORKING FOR YOU?"

-DR. PHIL

So why do students misbehave?

When a child misbehaves, we need to view the problem in the same manner that we would view problems in reading or math...as a skill deficit.

Behavior is taught to establish a single, positive school climate and to relay to both students and staff that the appropriate behavior is priority in our school.

Why can I not just expect good behavior?

"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 drive, we teach.
If a child doesn't know how to behave we... teach?....punish?

Why can't we finish the last sentence as automatically as we do the others?"

- Herner, 1998

YOU CAN'T CHANGE
WHAT YOU DON'T
ACKNOWLEDGE.

Dr.Phil
PHIL-ISMS
FACEBOOK.COM/DRPHILSHOW

There are three general reasons why educators use positive reinforcement to support students;

1. To create positive relationships with students and their families,

2. To establish an inviting and positive learning environment where students and staff enjoy doing their respective jobs, and

3. To provide students with the accurate behavioral feedback they need to become more successful in school and better prepared for life.

What does P.R.I.D.E. stand for?

P ROUD to be me
(Liking and Caring about yourself)

R ESPECT for others
(Treating others how I want to be treated)

I will be READY
(Having what I need, being on time)

D o the SAFE thing
(Free from danger, harm or injury)

E veryone shows PRIDE!

What does a school that implements a SWPBIS *process* look like ?

- There is a school based team to help implement/ help in the program goals (**School Wide Positive Behavior Intervention Support Team**)

- Meets once a month- JOIN (discuss issues of concern, data collection, referral to SAP, CST)

- Implementation-> 3 mo. to a year – though changes in behavior may be immediate

- ***All*** members of the school are participants in positive behavior support and expect/teach and adhere to the school-wide expectations.

What does a school that implements a SWPBIS *process* look like ?

- Collaborative effort that actively involves all staff members in a school; teachers, administrators, paraprofessionals, support staff and students.

- Approach recognizes the critical importance of consistency across people and settings in creating safe schools and effective learning environments.

What does a school that implements a SWPBIS *process* look like ?

Linked to a broader system ….
of behavioral supports
                    resulting in…
effective classroom management strategies
and techniques
                    which…….
become even more effective and efficient.

This makes the work of the classroom teacher
easier and the school experience of the
student more positive.

WHO IS THE
MOST AWESOME
PERSON TODAY?

Create the desired culture :
Safe, Valued, Encouraged, and communicate to students what kind of behavior will be valued and acknowledged

PRIDE IN THE CLASSROOM

I will stay in my own *space* and keep my hands and feet to myself.

Space – Any place the teacher asks me to be at anytime during the day

I will use kind words and tell the *truth*.

Truth - What really happened or is happening (honesty)

I will respect school *property* and the *property* of others.

Property – Any item that belongs to someone or belongs to the school

I will complete my *school work* and my *homework*.

School work - Work done in school
Homework - Work assigned by the teacher for me to do at home

I will raise my hand to *speak* and wait to be called upon.

Speak - To talk

I will use my *materials* appropriately.

Materials - Any item in the classroom that I use
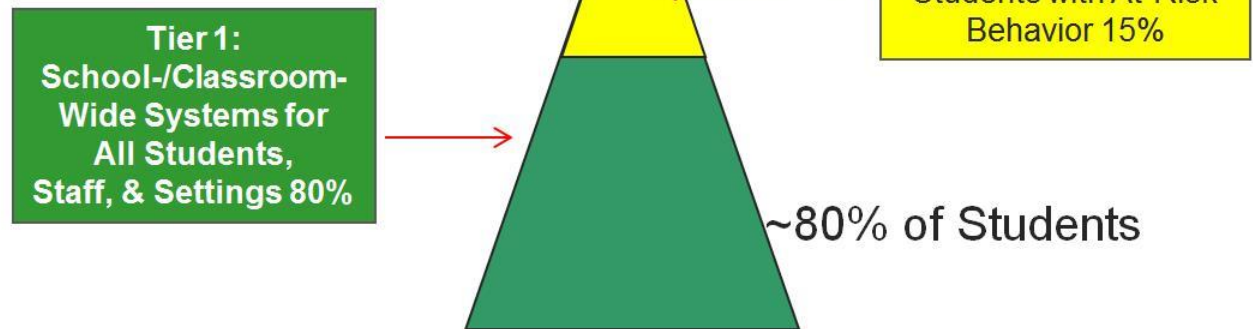Appropriately - Correctly

This is a universal (school-wide) rule

The hope is we catch and modify all student's behaviors

Reality:

- Some require more support.

- It may be necessary to adapt program rewards, physical arrangements, routines to meet the needs of individuals within certain settings. - **Tier 2** Behavior plan, indiv. attention

Tier 3: Specialized Individualized Systems for Students with High-Risk Behavior 5%

~5%

~15%

Tier 2: Students with At-Risk Behavior 15%

Tier 1: School-/Classroom- Wide Systems for All Students, Staff, & Settings 80%

~80% of Students

What are you trying to do?

Trying to make a response more likely in the future

Need to make a conscious effort to notice when your students are performing correctly.

This will inspire.

What are you trying to do?

✓ Compliment the students competence

✓ Point out their impact on other people

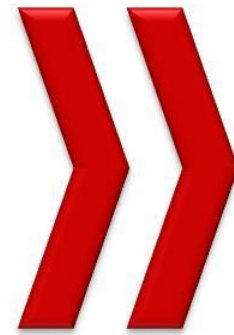Best kind of praise is the kind that taps into core self esteem

At the very fundamental core, you are making the person want to behave better

Once they become aware of the process it becomes fun and they begin to own it and becomes a part of how they see the world

VS

"I have to do it or I will get punished".

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What it does it gives students a particular behavior to get what they want while it makes it clear that the misbehavior they used to do is not going to get the what they want.

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So liken to a button – you press the **GOOD** behavior button and get everything that you want and feel proud of yourself.

Press the **BAD** behavior button and the button's broke – nothing happens- you don't need to go around punishing-

the 1st line of defense in the vast majority of cases shouldn't involve punishment because not addressing the real underlying problem.

So when you catch students doing something right, you've got to HEAP on the praise.

Often the focus is on the child's problems outside of school-turbulent home life, socio economic level, violence rather than looking at the difference that we can make

6 hours/day
5 days/week
9 months/year

We tie our hands behind our backs when we focus primarily on things about which we can do nothing.

Reinforcement is always an event that strengthens the behavior that precedes it by adding a stimulus after the behavior is performed

What are you trying to do?

Trying to make a response more likely in the future

- Need to make a conscious effort to notice when your students are performing correctly.

Shaping behaviors shapes academic success

Instruction -→ stimulus (reinforcement) → Desired behavior

Ex:

As adults – work → stimulus (paycheck) → continued appropriate working behavior (improvements)

Reinforcements need to be immediate in order for the likelihood of that behavior to be increased – delayed RI is not effective

'No bribery – behavior needs to be taught and then needs to be demonstrated before the reinforcement is given not visa verse

Consistent for behavior to continue, promote learning and appropriate behavior

Needs to be specific and not vague

Instruction -→ stimulus (reinforcement) → Desired behavior

As adults – work → stimulus (paycheck) → continued appropriate working behavior (improvements)

21 COMPONENTS OF EFFECTIVE FEEDBACK

Appropriate
Credible
Recurring
Appropriate Amount
Descriptive
Proactive
Collaborative
Tied to Performance
Guiding
Tailored
Non-Judgemental
Easy to Understand
Based on Data
Embedded in the Culture
Specific
Based on Behavior
Focused
From Multiple Sources
Based on a Plan
In Many Forms
Timely

- Verbal praise must be genuine and heartfelt
- Use a "NO" alternative- "Try again, lets try it another way"
- You can provide/teach - an alternative behavior-- a redirection
- If you punish by sending a student to a time out area then we reinforce the *escape* behavior.
- So you give them choices- *your choices*- what would you like them to do? You can be flexible by allowing some but on your terms

Make sure that *YOU* are controlling the situation and not the child by avoiding personalizing

Behavior takes time to change