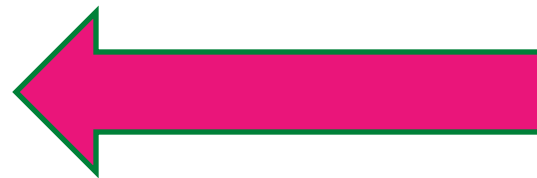# School-wide PBS : Correcting Problem Behavior & Developing Self-Discipline

December 3, 2015

DE-PBS MTSS Framework Components

- **Program Development & Evaluation**
  - Problem-Solving/Leadership Team
  - Data
  - Professional Development & Resources
- **Developing SW and Classroom Systems to Prevent Problem Behavior**
  - Expectations and Teaching
  - Positive Relationships
- **Correcting Problem Behaviors**
  - Consistent and clear procedures
  - Disciplinary encounters used as learning opportunities to teach problem solving strategies
- **Developing Self-Discipline**

Keep in Mind

- Not time to answer all the questions proposed, but time to learn more about what the questions are & prioritize team efforts and plan to address them.

- Activities and resources to support conversations with teams and staff around these framework components.

DE-PBS Key Feature Status Tracker

- 4 Framework Components
  - Program Development & Evaluation
  - Prevention: Developing SW & CR Systems
  - Correcting Problem Behaviors
  - Developing Self-Discipline

- Status
  - Discuss as a team if components are:
  - **I**n Place, **P**artially in place, **N**ot in Place

- Action Plan
  - Discuss as a team the items **P**artially in place or **N**ot in Place
  - Note activities to be completed, who will do them and when

Developing Self-Discipline

Self-Discipline is more than learning concrete behaviors

"...teachers often think of school demands in fairly simple and concrete terms: paying attention in class, making comments in a discussion, talking with friends in the cafeteria, filling in answers on a worksheet.

But demands like these actually represent a considerable range of behavior that students must learn to **negotiate proficiently.**

To perform well in school, students must be able to[:]

- **moderate and shape their behavior to fit changing circumstances, to judge the effects of what they do**...

- determine the proper times and places to display their actions...

- **persevere in their behavior**, **weigh alternative ends**, **track progress** toward desired outcomes and

- **draw incentive from both the immediate and the long term results** of their performance."

(Dennis Knapczyk, 2004, formatting and emphasis added)

PBS Key Feature

- Schools recognize the importance of *developing self-discipline*, implementing evidence based programs in character education and social and emotional learning, and/or infuse lessons throughout the curriculum that teach social-emotional competencies.
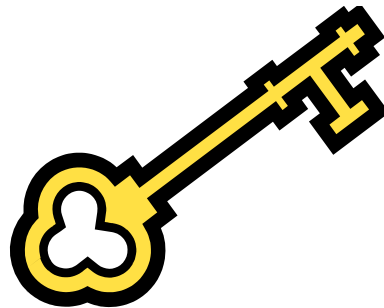
DE's approach to SWPBS

- Although similar to the SWPBS approach found in many other states, Delaware's approach (DE-PBS) places much greater emphasis on integrating common features of SWPBS with those of the Social and Emotional Learning approach
  - (SEL; see www.CASEL.org).

- In integrating these two popular approaches, the primary goal of DE-PBS is to create safe and caring learning environments that promote the social-emotional and academic development of all children.

The CASEL Model

http://www.casel.org/

http://www.casel.org/videos/

	Approach	
Components of Comprehensive School Discipline	**Traditional SWPBS**	**SEL**
Developing the social and emotional competencies of self-discipline	Weakness	Strength
Preventing behavior problems	Strength (more so for immediate environment)	Strength (more lasting effects)
Correcting behavior problems (short-term goal)	Strength	Weakness
Addressing Tier 2 and 3 Needs	Strength	Weakness

What does the research say regarding integrating the two approaches?

In the areas of school discipline, classroom management, and childrearing, the best approach is that of Authoritative Discipline (combination of structure and support), which blends strategies of SEL and SWPBIS

- Best for achieving compliance
- Best for promoting self-discipline and resilience
- Best for effective prevention and correction
- Best for school climate
- Best for preventing bullying

Brief Definition of Self-Discipline

Self-discipline is

the ability to take responsibility and

ownership for one's behavior.

(Dennis Knapczyk, 2004)

What is Self-Discipline?

Consists of 5 key Social and Emotional Learning skills:

- Self-management skills

- Social awareness and empathy

- Social connectedness and relationship skills

- Responsible decision making

- Positive sense of self

The CASEL Model

http://www.casel.org/
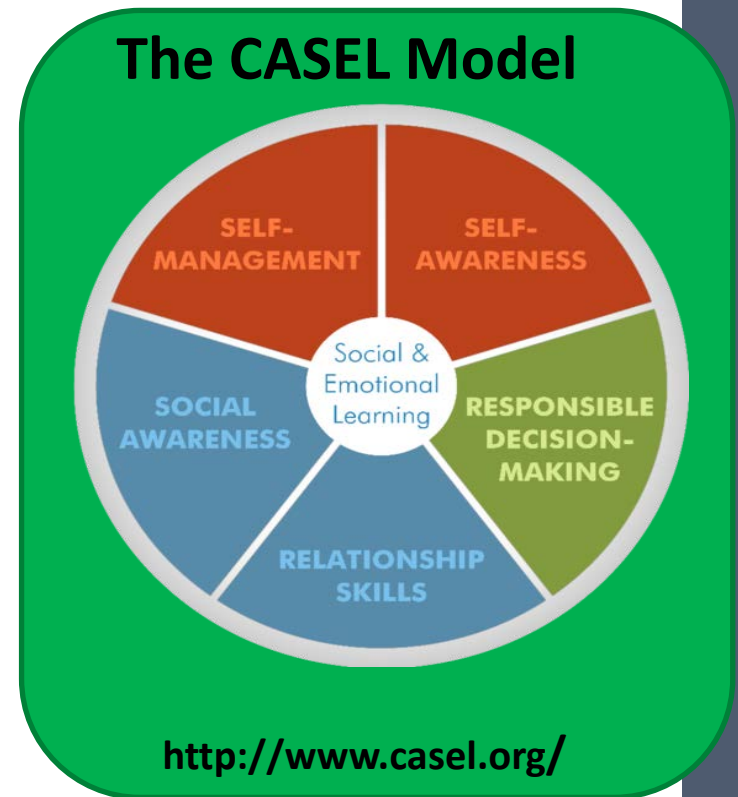
What is Self-Discipline?

- **Consists of each of the social and emotional skills, but especially:**
    - Responsible decision making at school, home, and in the community
    - Self-management of emotions and behavior, and doing so under one's own volition.
- **Connotes the critical notion of internalization, as seen in**
    - Committed compliance or willing compliance

The CASEL Model

http://www.casel.org/

- *Often used interchangeably with:*
  - Autonomy
  - Self-determination
  - Responsibility
  - Self-regulation
  - Self-control

- *Self-awareness is a foundational piece:*
  - This allows students to recognize their values, standards, beliefs, and attitudes and that recognition can impact their SEL skills and their academic behaviors

The CASEL Model

http://www.casel.org/

Self-Discipline is used to remind educators that there is more to school discipline than the *use* of discipline.

LONG-TERM goal!

It's not just what you see (observed behaviors), but about how children:

Think   Feel   Act

How children behave in your absence is more important than how they behave in your presence or when punishment and rewards are not highly salient.

Incorporating Self-Discipline in Your SW PBS/MTSS Framework

1) Relationship building
2) School-wide policies and activities
3) Student decision making
4) Social and Emotional Curriculum
5) Strategic Use of Praise and Rewards
6) Corrective Procedures

1. Relationship Building

Not only do students like teachers who are caring, respectful, and provide emotional support, but when those qualities are found students also show increased:

- school completion, academic engagement, and academic achievement

- peer acceptance

- motivation to act responsibly and pro-socially

- subjective well-being

Student-Student Relationships

Students with positive peer relationships experience:

- **Higher self-esteem** and a more **positive self-concept**
- Greater **satisfaction toward school**
- Greater **academic achievement**
- Greater **engagement in school**

They experience less:

- school avoidance & academic problems
- depression and other internalizing problems
- externalizing problems
- bullying
- drug abuse

Student-Student Relationship Building

- *Positive relationships with others.* Positive relations with others are expected, taught, and encouraged and planned opportunities (e.g., extracurricular activities, class meetings, structured recess activities) are provided to develop positive relationships.

Activity: Student Relations Involve Skills

- Stay within your teams
- Complete chart connecting Student-Student Relational Skills to SW Expectations
- Answer/Discuss guiding questions on the back

Be Responsible	Be Respectful	Be Engaged
Self-Regulation of Emotions	Giving Compliments	Communicating & Listening

Mapping Student-to-Student Relational Skills to Your School-Wide Expectations

Assuming Responsibility	Empathy	Communicating and Listening	Identifying Emotions	Self-regulation of Emotions
	Social Perspective-taking	Giving Compliments	Social Problem-solving	
Respect	Assertion	Responding to Bullying	Conflict Resolution	Resisting Peer Pressure

Directions: *In the box above are behavioral skills that have been identified as helping students to build positive relationships with their peers. Schools that follow a SWPBS framework not only know these skills are important, they actively address them, even at the SW (Tier 1 Level). With your teams, please do the following: (1) Write each of your SW-expectations in one of the gray boxes below; (2) Discuss/map out which of the skills listed above are captured and could be taught under a specific expectation. Write each of those skills underneath the appropriate expectation; (3) When finished, answer the guiding questions on the back of the form.*

15 min

School-based activity summary

- Relationship Building Discussions
  - WORKBOOK – Team Questions (p1)
  - EXAMPLES – Relationship Building Strategies (p1-6)

2. Schoolwide (SW) Policies and Activities Encourage Self-Discipline

Your Current SW Policies

- *Mission Statement & SW behavioral expectations* include the goal of developing self-discipline (character education, social & emotional learning, caring, or social responsibility)

- *Self-discipline is emphasized in behavioral expectations and rules.* At the SW and classroom levels, the importance of self-discipline is highlighted, such as the importance of regulating and accepting responsibility for one's actions, respecting others, helping others, and exerting one's best effort.

Your Current SW Policies

- Morning announcements & public displays of information

- School assemblies

- In service learning activities or community service that involved students in multiple classes (e.g., food drive, visits to senior citizen center)

- Administrative advisory committee of students

- Restorative Practices and Credit Recovery Programming

- Growth Mindset Activities

Growth Mindset in Classrooms

Article Name: Debunking Myths in Brain Research (NASSP, 2008)

Sample Myths:
- The brain doesn't grow new cells.
- Some people are left brained while others are right brained.
- Playing Mozart to babies increases their intelligence.
- Brain research is too new to be reliable.
- Medication is the only evidence-based intervention for a number of brain-related problems.

Sample Classroom Implications
- "Students have to **feel safe in the classroom** in order for learning to take place. Threats were found to impair brain cells and negatively affect learning (Jensen, 2006)" (pg.4).
- "Tileston (2005) adds that students also have to **perceive that they can be successful** in achieving the learning task or goal at hand" (pg.4).

Growth Mindset in Classrooms

Intervention Name: **Self-Affirmation Writing**
(Cohen et al., 2009)

Method: Students are asked to complete a neutral (no right/wrong answer) writing assignment that:
- related to questions about "your ideas, your beliefs, and your life" and
- how they rated the importance of personal values such as athletic ability, being good at art, being smart or getting good grades, etc.

Study: Randomized, middle school classrooms

Findings: Intervention worked most for students who were African American and low-achieving in school (GPA and long-term), but it did not harm students who came in initially expecting high success.

Growth Mindset in Classrooms

Name: Relevance Writing Exercise
(Hulleman and Harackiewicz, 2009)

Method: Students were asked "to make connections between their lives and what they were learning in their science courses".

Teachers presented summarization activities that instruct students to describe "My application to life"
- How might this information be useful to you, or a friend/relative?
- How does learning about this topic apply to your future plans?

Study: Randomized, high school science classrooms

Findings: "*...increased interest in science and course grades for students with low success expectations*"

Growth Mindset in Classrooms

Figure 4: Selected Interventions with Academic Outcomes

AUTHORS	RESEARCH PARTICIPANTS	EFFECTS (RELATIVE TO CONTROL GROUP)
Teaching students that intelligence can be developed (a growth mindset)		
Blackwell, Trzesniewski, & Dweck (2007)	Urban, low-income, African American and Latino 7th grade students	Higher math grades
Good, Aronson, & Inzlicht (2003)	African American and Latino middle school students at a rural school	Higher state test scores for all in reading and for girls in math
Aronson, Fried, & Good (2002)	African American and white college students	Higher GPA; greater valuing and enjoyment of academics
Helping students to feel that they belong or are valued in school		
Walton & Cohen, (2007)	African American college students	Higher GPA
Cohen et al. (2006; 2009)	African American and white middle school students	Higher grades among African American students in the targeted class
Helping students to see how the curriculum is relevant to their own lives		
Hulleman & Harackiewcz (2009)	White, African American, Latino, and Asian high school students	Higher grades in the targeted class among students with low initial expectations of success
Helping students to set goals, identify obstacles, and learn self-control strategies		
Oyserman, Bybee, & Terry (2006)	African American and Latino middle school students	Higher grades; fewer absences; fewer disciplinary referrals
Brigman & Webb (2007)	Students in grades 5–9 who scored below 50th percentile on state math test	Higher state test scores in reading and math

Note: All interventions were randomized controlled trials.

Growth Mindset Meets SW-PBS
Shields Elementary, Cape Henlopen SD

SCHOOL RULES	ACADEMIC	BEHAVIOR
Be Ready to Learn	Open to new strategies Experiment with new ideas Problem solve	Follow directions Have supplies ready Ready to attend
Be Ready to Try Again	Rewrite/redo/fix it Learn from mistakes Choose another strategy	Follow adult prompts Make a better choice Use calm positive self talk
Be Ready to Accept Help	Seek out critiques of work Learn from corrections Use support to improve	Reflection/goal setting Use behavior strategies Accept consequence
Be Ready to Care	Do your best work Have pride in your work Work toward improvement	Show kindness to others Attend to own emotions Take care of environment
Be Ready to Lead	Take academic risks Share ideas with others Find a new way	Follow rules Solve conflicts Build a caring community

Be Respectful
Be Responsible
Be Safe

Growth Mindset

+

=

School-based Activity: Service Learning Brainstorm

Complete the "Service Learning Brainstorm" sheet with team

Think about the following:

- What activities currently take place?

- How are they tied in with SWPBS?

- Do students participate in discussions about the impact of these activities?

- Are students involved in the planning and execution of these activities?

School-based Activities

- School Policies Discussions
  - WORKBOOK – Team Questions (p2), Service Learning Brainstorm (p7)
  - EXAMPLES – Behavior Matrix & SEL Standards (p7-8)

3. Student Involvement in Decision Making

- The school principal meets regularly with students to discuss current school-wide issues and involves them in decisions about the welfare of the school.

  - Student council/government

  - SWPBS student group,

  - other groups representing the student body

- Teachers across grade levels create opportunities for students to be active decision makers

3. Student Involvement in Decision Making - Boston Student Advisory Council

- https://www.youtube.com/watch?v=5nH6Pq93C1c

3. Student Involvement in Decision Making:
Students reviewing data

- Involve students in reviewing school data and generating solutions.

- Remember to first ask students what they can do differently to make things better.

- Next ask what students think teachers and other adults can do to help.

School Climate Focus Groups

"We don't know them and they don't know us."
Groups often do not
know, understand, or like each other

- Groups were identified based on several characteristics
  - Academic program
  - Neighborhood
  - Extracurricular activities

- There are limited opportunities for groups to work together
  - Advisory period is seen as more of a hindrance
  - Differences create misunderstandings

- Groups ignore and/or intimidate each other
  - Hallway concerns
  - Rumors spreading, especially through technology

- Students see it as an individual responsibility to avoid conflict and protect themselves
  - Avoid problem areas
  - Concern about inconsistent response by adults to discipline issues

School Climate Focus Groups

POTENTIAL AVENUES FOR CHANGE

Develop more diverse relationships among students

Student Ideas:
- Possible ways to increase positive connections between students:
  - More clubs and incentives for joining clubs
  - Require students to be in at least one extracurricular activity and involve teachers in these
  - Provide more language courses
  - Involve students in projects to clean up the school or other community projects
- Student run newspaper
- Inspirational speaker
- Increase communication within the school and about the school with the community

Additional Project Recommendations:
- Revisit use of Advisory for facilitating acceptance
- Improve the PBS program
- Community service
- Investigate available transportation and how it impacts student involvement

Workgroup time!

- Let's mix it up!
- Grab a pen.
- Look for elementary & secondary tables.

Activity: Students in School Decision-Making

- With your team, brainstorm ways you can involve students in decision-making within the specific category you are assigned (e.g., student PBS teams, involvement in PBS activities, or student feedback).

- When time is up, pass the sheet to the team to your right at your table. With the new sheet you are given brainstorm additional ideas. When time is up, pass that sheet to your right and repeat.

Please complete the worksheet

*"***How to Involve Students in School Decision-Making***"*

How to Involve Students in School Decision-Making

Brainstorm

Directions: *Brainstorm ways your school can better involve students in school decision-making.*

Student PBS Teams

10 min

School-based Activity: Dream School

- **Refer to "Ideal School Activities" handout**

- Activity to gather information on students' perspective and to provide them with an opportunity to participate in action planning for the school

School-based Activities

- Student Decision Making/Voice Discussions
  - WORKBOOK – Team Questions (p3), Ideal School Activities (p5-6)

4. Social and Emotional Curriculum

Social Emotional Lessons are **infused throughout the school curriculum** to promote the development of:

- thoughts,

- feelings,

- and behaviors

associated with responsible behavior.

4. Social and Emotional Curriculum

- Specific SEL lessons are **regularly provided to all students** (e.g., Second Step, www.casel.org lessons)

  - Are staff aware of what is taught in these lessons? If not, how can they be included?

  - How can these lessons be tied into daily classroom activities?

4. Social and Emotional Curriculum

- Curriculum activities in language arts and social studies highlight the general importance of **empathy, perspective taking, and social and moral problem solving**.

  - How can you incorporate social-emotional learning into your lessons?
  - Not just about lesson content – also method of delivery

Combining ELA Core & SEL
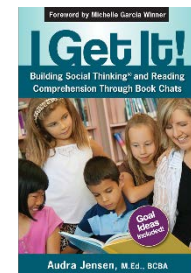
Reading Standard Number	ELA Unit each standard can be found in by grade	Standard Summary	Social Skills Topics Grades K - 2	Social Skills Topics For Grades 3 - 5	Sample Activities	Possible Books
RL 3	**K: Unit 2** **1st: Unit 3** **2nd: Unit 3** **3rd: Units 1, 3** **4th: Units 2, 5, 6** **5th: Units 1, 7**	**All:** Characters, Traits, Setting, Challenges characters face		Identifying emotions Size of the Problem Zones of Self-Regulation People Files Social Wondering Conflicts/Problem-solving	Snowball Man Unthinkable Emotions Charades Zones Bingo Tool Kit for self-regulation Pictures in Zones - Mountain out of a Molehill Stress-O-Meter - Bamboozle/guess Activity (same phrase in diff situations) self-control - marshmallow test	*Snowball Man*: Alexander and the Terrible, Horrible, No Good, Very Bad Day *People Files*: Tico and the Golden Wings (mid elementary) Harry Potter & the Sorcerer's Stone (older elementary) *Social Wondering*: When I Feel Afraid (K-2) Glad Monster, Sad Monster (K – 2) - Mars Needs Moms! (3 -5) Gabby & Gator (K-2) *Size of Problem*: -The Chocolate-Covered-Cookie Tantrum (All) - Incredible 5-Point Scale (not fiction, but can be used in conjunction with fiction books) When Sophie Gets Really, Really Angry (see if this book is appropriate) - Edwurd Fudwupper Fibbed Big

School-based Activity: Incorporating SEL in the Curriculum

- WORKBOOK - Social-Emotional Learning in the Curriculum (p8-10**)**

- Review and complete worksheets with team and consider how social-emotional learning can be incorporated into your current curriculum

- EXAMPLES – Character Education Resource Guide (p9-11)

5. Strategic Use of Praise and Rewards

- Praise and rewards are used *strategically* to recognize and reinforce social and emotional competencies that underlie prosocial behavior.

- For example, students are routinely recognized with praise and rewards for demonstrating empathy, caring, responsibility, and respect.

Effective Ways to Praise & Acknowledge

- **Focus on the message**
  - Emphasize the informative rather than controlling function of praise and rewards
- **Highlight the student's specific achievement demonstrated toward the achievement**
- **Link the behaviors to underlying thoughts, emotions, and dispositions**
  - These may include: feelings of pride, empathy, autonomy, responsibility, caring, kindness, trustworthiness, etc.
- **Highlight the future value or usefulness of the behavior**

- *Link the behaviors to underlying thoughts, emotions, and dispositions that that you hope to develop and to attributions of self-discipline.*

  - *feelings of pride*

  - *empathy*

  - *autonomy*

  - *responsibility*

  - *caring, kindness, trustworthiness, and so forth*

- Most of all: ***Avoid teaching students that the only, or most important, reason to act in a morally and socially responsible manner is to earn rewards or to be praised.***

Examples of recognition

" Great! You should feel really proud of yourself for working so hard."

"I'm giving you a reward, but I know that you would help Carrie even if you didn't't receive a reward because you care about others."

"The reason I'm giving the class 15 minutes of free time is because you demonstrated responsibility yesterday by being so well behaved when a substitute was here."

More examples…

"That's terrific that you were able to control your anger when teased by Jerome. That's an important skill that will help you keep friends (and avoid being sent to the office ☺").

"Great! You must have stopped and thought about how your behavior might affect others."

Remember, use acknowledgements that emphasize the **informative** rather than the controlling function of praise and rewards

- Do NOT say:
  - "I will give you a sticker if you finish your work."
  - "If you behave, you will get a _____."
  - "You get a token because I caught you being good."

School based activity: Effective Praise

- Review 7 student scenarios and recommended techniques for crafting an effective acknowledgement for each scenario.
- Create effective praise statements for each scenario based on the recommended technique.

Effective Ways to Praise and Acknowledge

Directions: *Review the below scenarios (column 1) and the recommended technique for crafting an effective acknowledgement for each scenario (column 3). Based on this information, write an effective praise statement to fit each scenario in column 2.*

Scenario	Acknowledging Success	Technique Used
Kathy calls Lisa a name and instead of responding, Lisa walks away. What would you say to that student?	*"It's great that you were able to control your anger when teased by Kathy. That's an important skill that will help you keep friends."*	Highlighting future usefulness of behavior.
A student stands up for or comforts a peer who is being bullied. What would you say or do to recognize the		Linking the behavior to underlying thoughts, emotions, and dispositions.

What was your new "effective" praise?

- A student stands up for or comforts a peer who is being bullied, what would you say or do to recognize the student?

- A struggling student has turned in her homework every day this week. What feedback would you give her?

- Kathy calls Lisa a name and instead of responding, Lisa walks away. What would you say to that student?

What was your new "effective" praise?

- Your class remains quiet and respectful during a school assembly. How could you acknowledge their good behavior?

- Charlie gets a perfect score on his spelling test for the first time all year. What might you say to him?

- You spot one student praising another. What could you say to recognize that student?

6. Corrective Procedures

- Administration *and* staff view correction not just as use of punishment but also as **opportunity to help develop social & emotional problem solving/decision making skills** of self-discipline.

- **Systematic behavioral reflection** including impact of behavior on self/others & action planning for positive change with discussion of supports needed for positive choice making

Activity: Key Feature Status Tracker

- Developing Self-Discipline
  - WORKBOOK – Pages 13-14

- Status
  - Discuss as a team if components are:
  - **I**n Place, **P**artially in place, **N**ot in Place

- Action Plan
  - Discuss as a team the items **P**artially in place or **N**ot in Place
  - Note activities to be completed, who will do them and when
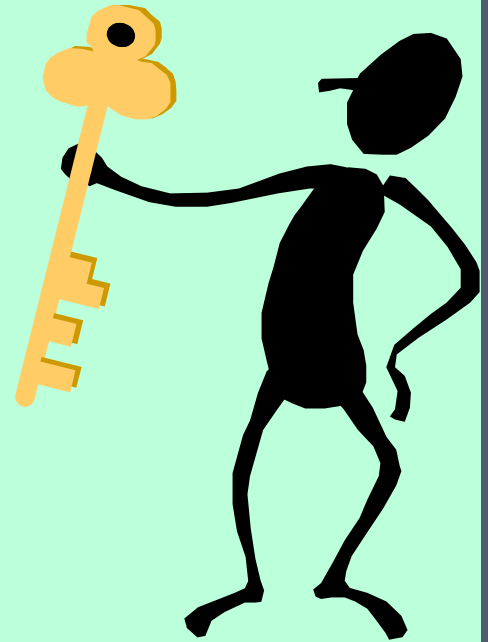
Delaware Assessment of Strengths and Needs for Positive Behavior Supports Overview (DASNPBS)

- Staff perception survey designed to gain insight & input of school staff in DE-PBS implementation and planning
- Aligned to **Delaware's Key Features** of Positive Behavior Support
- 4 sections, 10 items each -
  - School-wide Tier 1 - Program Development and Evaluation
  - Implementing Schoolwide & Classroom Systems
  - Developing Self-Discipline
  - Correcting Behavior Problems

Thank you!

- WWW.DELAWAREPBS.ORG
  - http://wordpress.oet.udel.edu/pbs/developing-self-discipline/