REACHMS’s Webinar Series: Teaching & Reinforcement Systems

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REACHMS
Mississippi’s State Personnel Development Grant
“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 punish!”

“Why can’t we finish the last sentence as automatically as we do the others?”

John Herner (NASDE President) Counterpoint 1998
# The 2 Fronts of Teaching PBIS

<table>
<thead>
<tr>
<th>Staff</th>
<th>Students</th>
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<tbody>
<tr>
<td>1. Introduce the PBIS critical elements to the staff</td>
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<tr>
<td>2. Booster sessions to review the PBIS critical elements when it has gotten stale—data is not improving</td>
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<td>3. Daily reminders that make PBIS a part of our every day conversations</td>
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Teaching Academics & Behaviors Very Important!

DEFINE Simply

MODEL

PRACTICE In Setting

MONITOR & ACKNOWLEDGE Continuously

ADJUST for Efficiency
Why Develop a System for Teaching Behavior?

- Behaviors are prerequisites for academics
- Procedures and routines create structure
- Repetition and rehearsal are the keys to learning new skills:
  - For a child to *learn something new*, it needs to be repeated an average of 8 times
  - For a child to *un-learn* an old behavior and replace with a new behavior, the new behavior must be repeated an average 28 times *(Harry Wong)*
Why Develop a System for Teaching Behavior to students?

- We can no longer **assume** that students know the rules/expectations and appropriate ways to behave.

- We can no longer **assume** that all students will learn appropriate behaviors quickly and effectively without consistent modeling/practice.

- We **MUST assume** that students will require different curricula, instructional modalities, etc., to learn appropriate behaviors.

- We **MUST assume** that we need to teach appropriate behaviors/expectations and rules as effectively as we teach academic skills.
How Staff Teach Students Behavior

Define:
- 3–5 school–wide expectations
- Rules, routines & cues
- In terms the students can understand

Teach:
- Behaviors like we teach academics
- In the moment reminders/redirection
- Pre–correct to “get” expected behavior
- Provide examples/non–examples
- In the context
- Check for understanding

Model:
- Adults practice what we preach
- Students practice what we teach

Reinforce:
- Immediate, intermittent, long–term reinforcements for expected behaviors to ensure future compliance

Re–teach:
- Consequences for non–compliance
- Review of expected behavior
- Addition of needed behavioral/academic supports

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1. Introductions
How do we introduce
Expectations and Rules to students and staff?

- Pep Rallies
- Rotation Stations
- Video/Newscasts
- Student PBS spokespeople
- Themed kick-offs (e.g. Luaus, Round-Ups, breakfast for staff, play a game, song & dance, skits, etc.)
2. Booster Sessions

How do we review the Expectations & Rules?

- Booster trainings
- Morning or afternoon announcements
- Student skits, songs, dances, raps, etc.
- Competitions or Games
- Re–Introduce it
- Check with data to review areas of need
3. Every Day Conversations
How do we review the Expectations & Rules?

- Embedded into daily classroom activities and lesson plans (drill work, extra credit, quizzes, etc.)
- Morning or afternoon announcements
- Setting everyday classroom procedures to include rule and expectation review
- Printed on every school publication and handout
- Embedded into a curricular subject (Language Arts, Reading, Fine Arts, Science, Math, and/or Social Studies)
4. Finding Teachable Moments

How do we practice the Expectations & Rules?

- Catching students or staff “doing it right” (reinforcement system)
- Hall monitors, cafeteria monitors, playground monitors, etc., to review rules
- Competitions or games
- Building teaching into our minor and major office discipline referral process
Plan for the Unexpected

Develop a system for introducing your PBIS process to...

- New Staff
- New Students
- Substitutes
- Visitors or Volunteers
Don’t forget to introduce it to your family members!

- Open houses
- Family Nights
- Sports events & student performances
- Newsletters
- Videos
- Websites
- Invitation to faculty introduction
The Key Elements for Developing SWPBS Activities

- What is the desired outcome of the activity?
- What is the activity going to be? (e.g., rotation station, video, classroom instruction, assembly, etc.)
- Where is the activity going to happen?
- When is the activity going to happen?
- Who is responsible for planning and implementing?
- What is the plan for rewarding appropriate behavior?

All activities should correlate with the expectations and rules, and be supported by the data needs
Working Smarter NOT Harder!

- Within the structure of the school day, where can time be allotted (e.g. P.E. time, activity day schedules, breakfast & lunch, morning announcements, non-tested subjects, dismissal time, etc.)?

- Use of existing resources (e.g. drama clubs, Channel 1, morning meetings, web-quest, etc.)

- Use existing programs (e.g., Character Counts, Skill Streaming, Behavior Leadership, Learning for Life, Parent Compact, FISH!, etc.)
One other note...

- Your staff must be trained before the students or parents
- School-wide activities or events need to be a high priority, not given a few minutes within some other activity
- Administration needs to support and allocate time within the school day
Reinforcement System
School-wide Reinforcement Systems:

- Are immediate, intermittent, and long-term reinforcements given by adults in the building to any students displaying expected school-wide behaviors.

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“Why should I reward students for something they should be doing anyway?”

**INDIVIDUAL EXERCISE:**

Look on your keychain and in your wallet or billfold. Count the number of items you have that you carry around because they “reward” you in some way when you use them.

<table>
<thead>
<tr>
<th>Store Reward cards?</th>
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<tbody>
<tr>
<td>Pump Perks?</td>
</tr>
<tr>
<td>Cash Back Credit Card?</td>
</tr>
<tr>
<td>Star-”bucks”?</td>
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Why Do We Do It?

- Reinforce the teaching of new behaviors
- Harness the influence of kids who are showing expected behaviors to encourage the kids who are not
- Strengthen positive behaviors that can compete with problem behavior
- Prompt for adults to recognize behavior
- Encourage school-wide behaviors to be displayed in the future
- Improve our school climate
- Create positive interactions and rapport with students
- Overall, we earn time back to teach and keep kids in the classroom where they can learn from us!

Every time any adult interacts with any student, it is an instructional moment!

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Guidelines for Use of Reinforcers

- Keep it simple
- Reinforcement contingent on desired behavior
- Refrain from threatening the loss of reinforcers as a strategy for motivating desired behaviors
- Refrain from taking earned items or activities away
- Recipients should be eligible to earn reinforcements throughout the day
- Vary school-wide acknowledgments
- Communicate school-wide expectations & acknowledgements to parents/guardians:
  - ✔ Student handbook
  - ✔ Website
  - ✔ Newsletter
  - ✔ Parental involvement in donations, volunteer time during celebrations
  - ✔ School Board report

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Guidelines for Use of Reinforcers

- School-wide reinforcements are for every student in the building, regardless of where they fall in the PBIS triangle.
- Reinforcers should appeal to 85–95% of students.
  - Find out what their interested in from surveys, student government association, class discussions, voting, observations.
- Over time, move from:
  - highly frequent to less frequent
  - predictable to unpredictable
  - tangible to social
- Adapt to data— if data shows an area of need provide “boosters”
- Individualize for students needing greater support systems

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Challenges

- Remaining focused on the positive
- Providing meaningful reinforcements
- Maintaining consistency with all staff
- Cumbersome and time-consuming reinforcement systems

Solutions

- Keep ratios of reinforcement to correction high (4:1)
- Involve all stakeholders to provide input regarding meaningful reinforcers
- Provide reinforcement system trainings to ALL STAFF annually and plan for booster trainings as needed
- Create a user-friendly reinforcement system
Types of Reinforcements

- Social
- Activity
- Sensory

- Escape
- Tangible
  - Edibles
  - Materials
  - Tokens
Considerations for Using a Token System

Token System:
- Refers to a reinforcement system that works in the same manner as money, where a “token” can be redeemed for “things” or “experiences.”

If tangible tokens are used:
- Ensure an adequate supply
- Take steps to prohibit counterfeiting
- Develop a system for “spending” tokens
- Establish an efficient system of record keeping
What Have Other Schools Found To Be Effective?

<table>
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<tr>
<th>Weekly</th>
<th>Monthly</th>
<th>End of Grading Period</th>
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<tbody>
<tr>
<td>No Tardy Parties</td>
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<td>• Big Prize Token Cash–in, No</td>
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<tr>
<td>Attendance Parties</td>
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<td>Office Disciple Referrals,</td>
</tr>
<tr>
<td>Good Behavior Parties</td>
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<td>Perfect Attendance</td>
</tr>
<tr>
<td>“Caught being good” Certificates</td>
<td>Student of the Month</td>
<td>• Raffles for big prizes</td>
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<tr>
<td>Class spotlights</td>
<td>Classroom Competitions</td>
<td>• Dances/Social Events</td>
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<td>Good Behavior Count Downs</td>
<td>• Field Trips</td>
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- Big Prize Token Cash–in, No Office Disciple Referrals, Perfect Attendance
- Raffles for big prizes
- Dances/Social Events
- Field Trips
Newton County Elementary
Student uses his 'PAWS' to become principal for the day

Alcorn Central Elementary School student Matt McNair recently experienced what it means to lead as he served as "Assistant Principal for the Day" as a part of a special program at ACES designed to encourage positive behavior.

Asking any student at ACES to show their PAWS will get a quick response. They can tell you that P: stands for "positive", A: stands for "Always Responsible", W: stands for "Will be Respectful", and S: stands for being "safe" at school.

This acronym was developed by REACH team members as a way to teach students the importance of being accountable for their actions. REACH-MS is a federally funded grant that facilitates school improvement through positive behavior support or literacy support in conjunction with family involvement for students with and without disabilities, explained Assistant Principal Tonya Farris.

ACES received this grant in the fall of 2006. REACH-MS is coordinated through The University of Southern Mississippi and is sponsored by a U.S. Department of Education grant to the Mississippi Department of Education.

Throughout the year students who are seen by teachers and other staff members showing their...
Other Effective Strategies

- Positive parent telephone call, note, or e-mail with students present
- Coupons (purchased with established numbers of tokens) for the following:
  - Extra P.E., art, or music
  - No homework coupon (use with caution)
  - Free entrance into a sporting event/dance
  - Early release pass
  - Free dress day, hats, sunglasses, pajamas, jersey day, etc.
  - PBIS ticket auction
  - Access to an event (not to pay for the event) like movie, roller skating, fun day, etc.
Suggested Components of School-Wide Reinforcement Plan

- **Immediate/High frequency/Predictable/Tangible**
  - Delivered at a high rate for a short period while teaching new behaviors or responding to problem behavior
  - Name behavior and tie back to school-wide expectation upon delivery
  - E.g. “Caught Being Good”, “Lincoln Loot”, “Titan Bucks”, positive referrals, points for privilege levels – turned in for tangible/non-tangible prize

- **Intermittent/Unexpected**
  - Bring “surprise” attention to certain behaviors or at scheduled intervals
  - Used to maintain a taught behavior
  - E.g. Raffles, special privileges, principal random call

- **Long-term Celebrations**
  - Used to celebrate/acknowledge school-wide accomplishment
  - ALL kids, all adults
  - E.g. Quarterly activities, assemblies, parent dinners, field trips

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Points to Remember

- This is only **one** element of PBIS
- Start small to achieve initial success
- Remember this is a process, it should change over time.
Thank you for coming...

- If you have any questions or comments you can email me at cjensen@smail.anc.edu
- Join our next Webinar on April 13 at 4:30 on Starting Your Year with PBIS
- You will receive an email requesting that you complete a 6 question evaluation. Please respond to our evaluation on Monkey Survey by going to this web address
  - http://www.surveymonkey.com/s/reachmswebinar