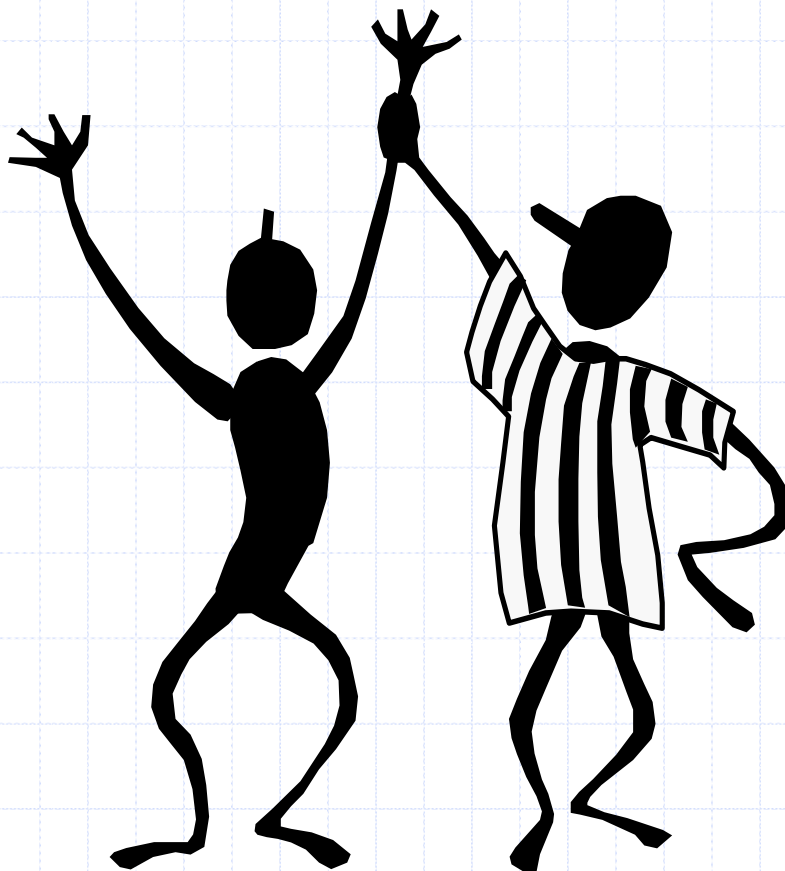


**POSITIVE
BEHAVIOUR
SUPPORTS**
*A SCHOOL-WIDE
APPROACH TO
DISCIPLINE*



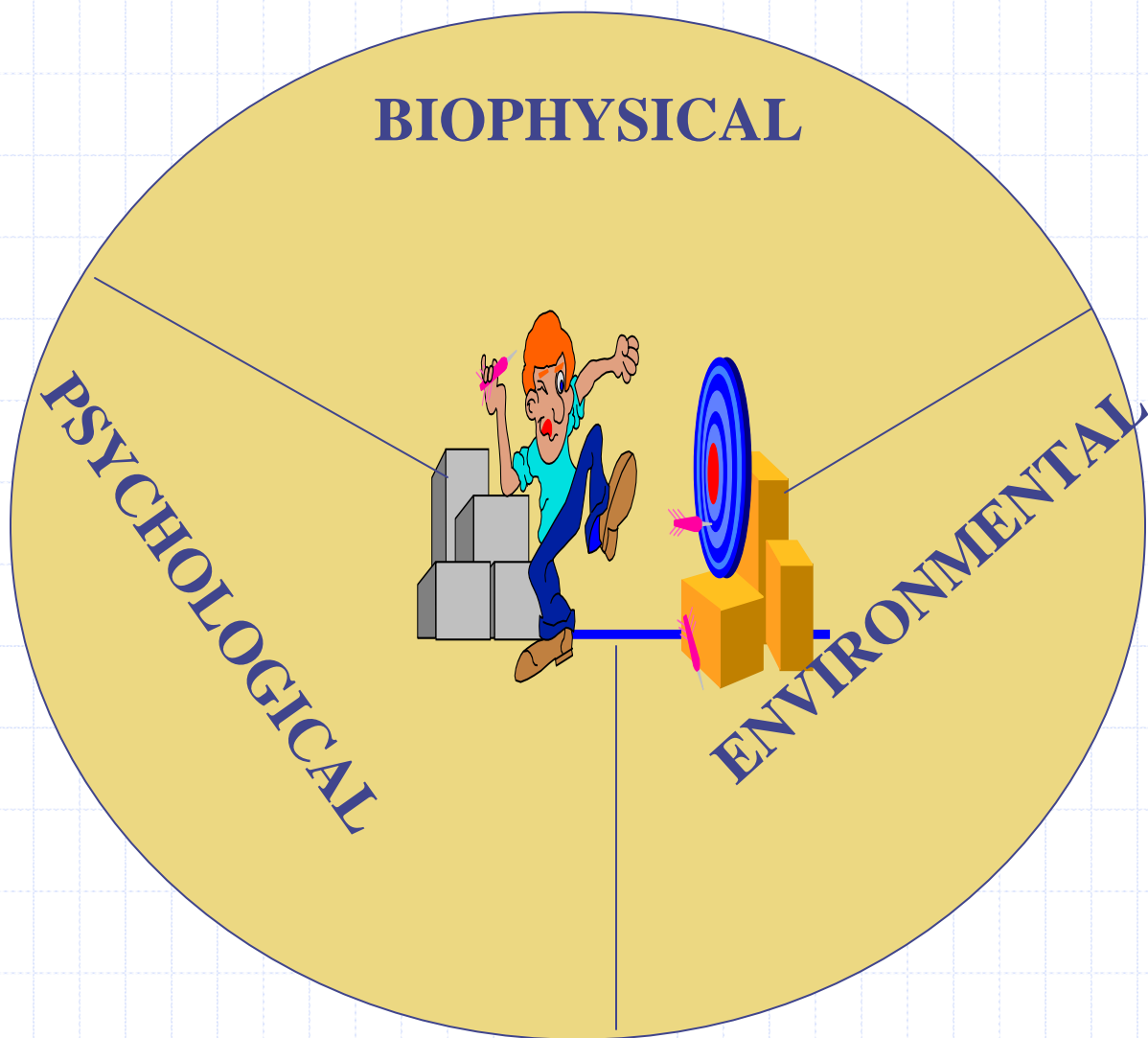


Food for thought ...

“Classroom
management you can
do by yourself;
School discipline must
be done as a team.”

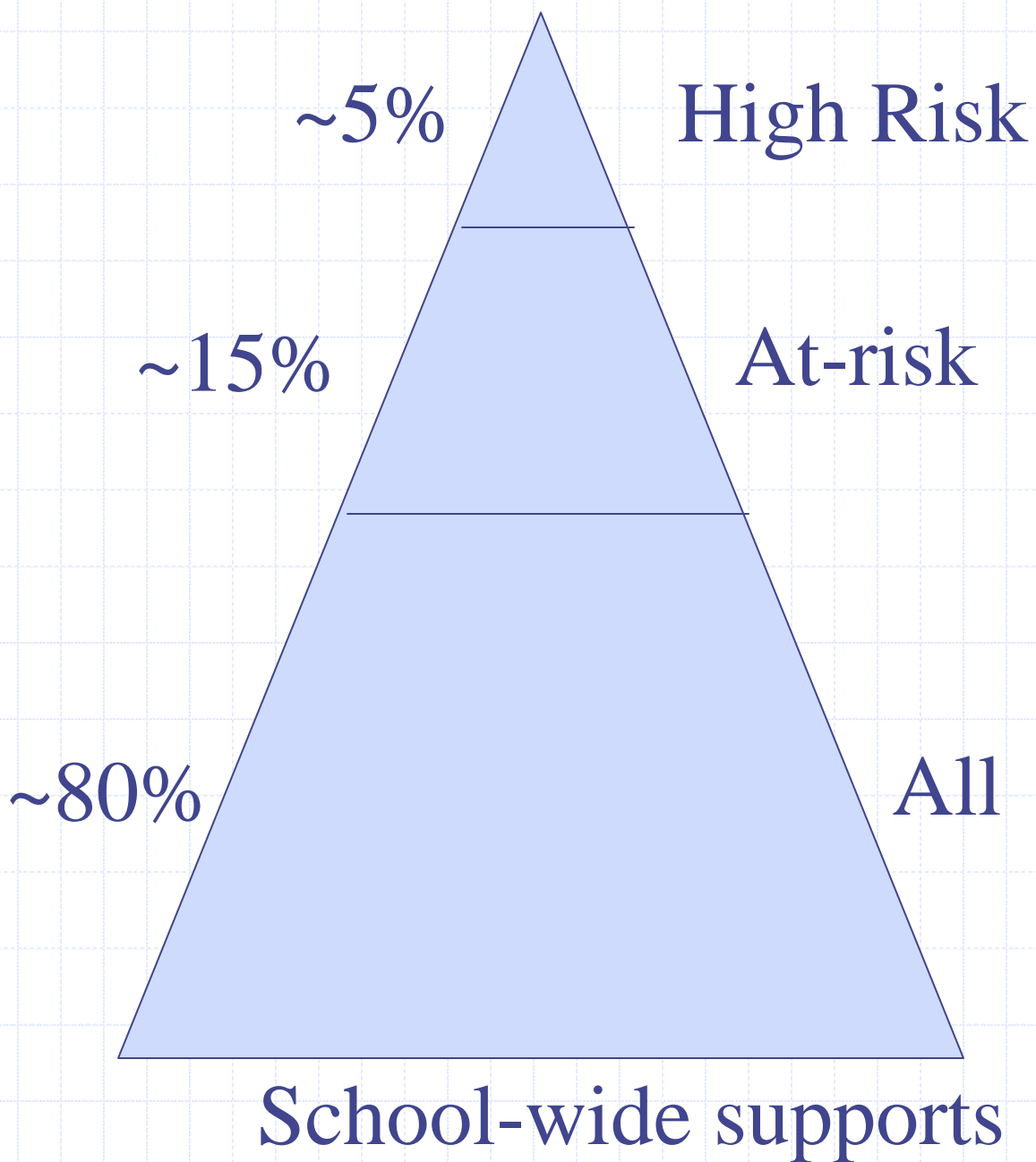
Ronald Morrish

FACTORS SHAPING BEHAVIOUR

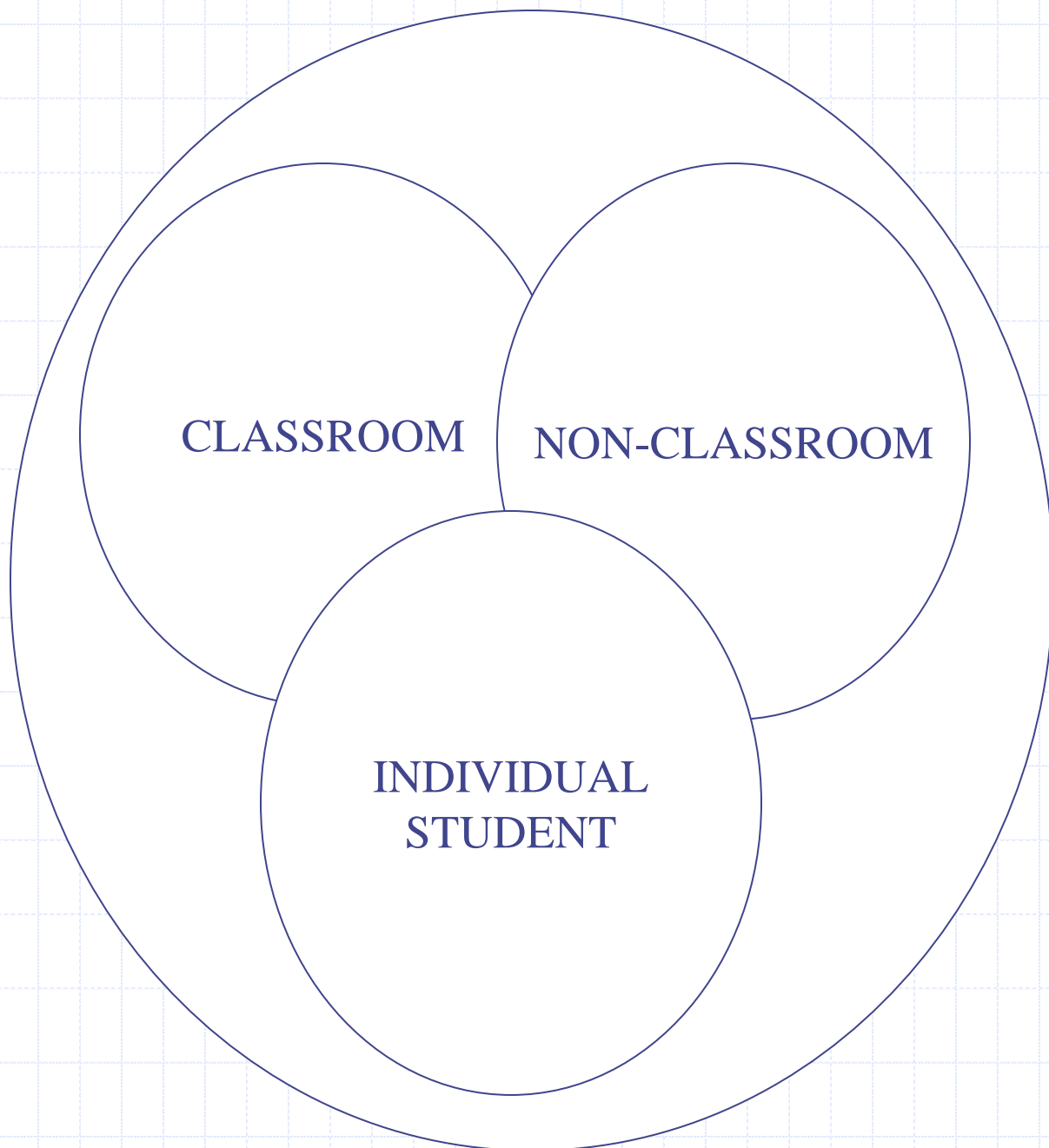


PBIS Model

(G. Sugai, et al.)



WHOLE SCHOOL INTERVENTIONS



Behaviour Tracking Form

◆ WHO?

◆ WHEN?

◆ WHERE?

◆ WHAT?

◆ WHY?

◆ CONSEQUENCE?

Food for thought ...

“ How do we start to think about developing relationships as one of the main things we need to do at schools, rather than something that just sort of happens, and is nice when it does?”

NASP Communique
October 2001

Basic Needs For Students And For Staff

◆ Connected

◆ Capable

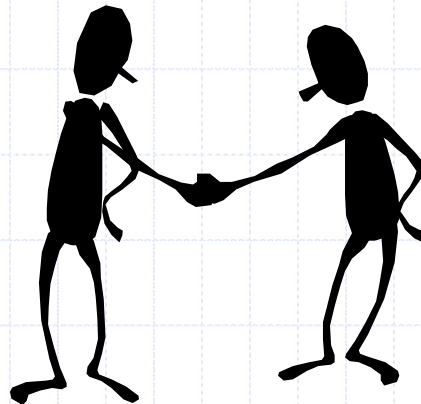
◆ Contributing

◆ Role Models

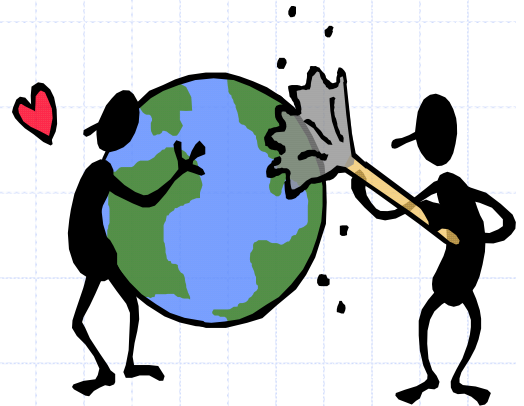


OUR SCHOOL'S CODE OF CONDUCT

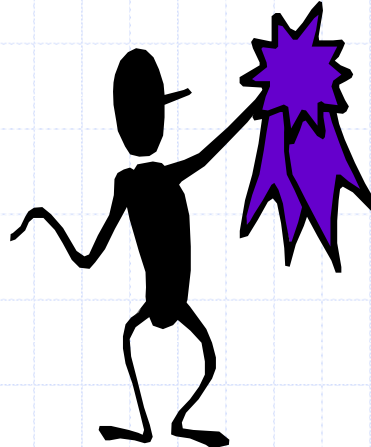
◆ Respect Others



◆ Respect Property



◆ Respect Yourself



OUR SCHOOL'S CODE OF CONDUCT

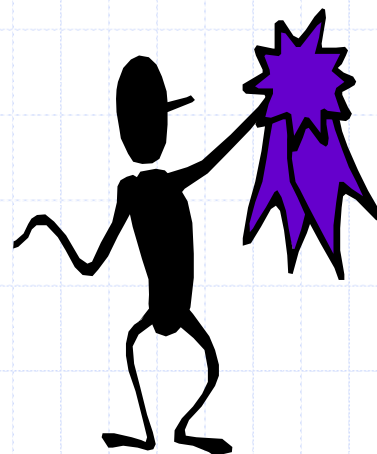
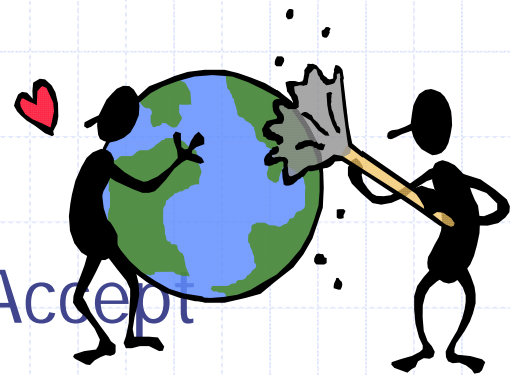
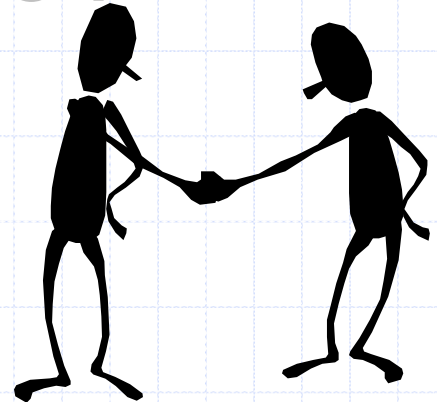
◆ Respect Others

◆ Be Prepared to Learn

◆ Respect Property

◆ Act Responsibly and Accept Responsibility

◆ Respect Yourself





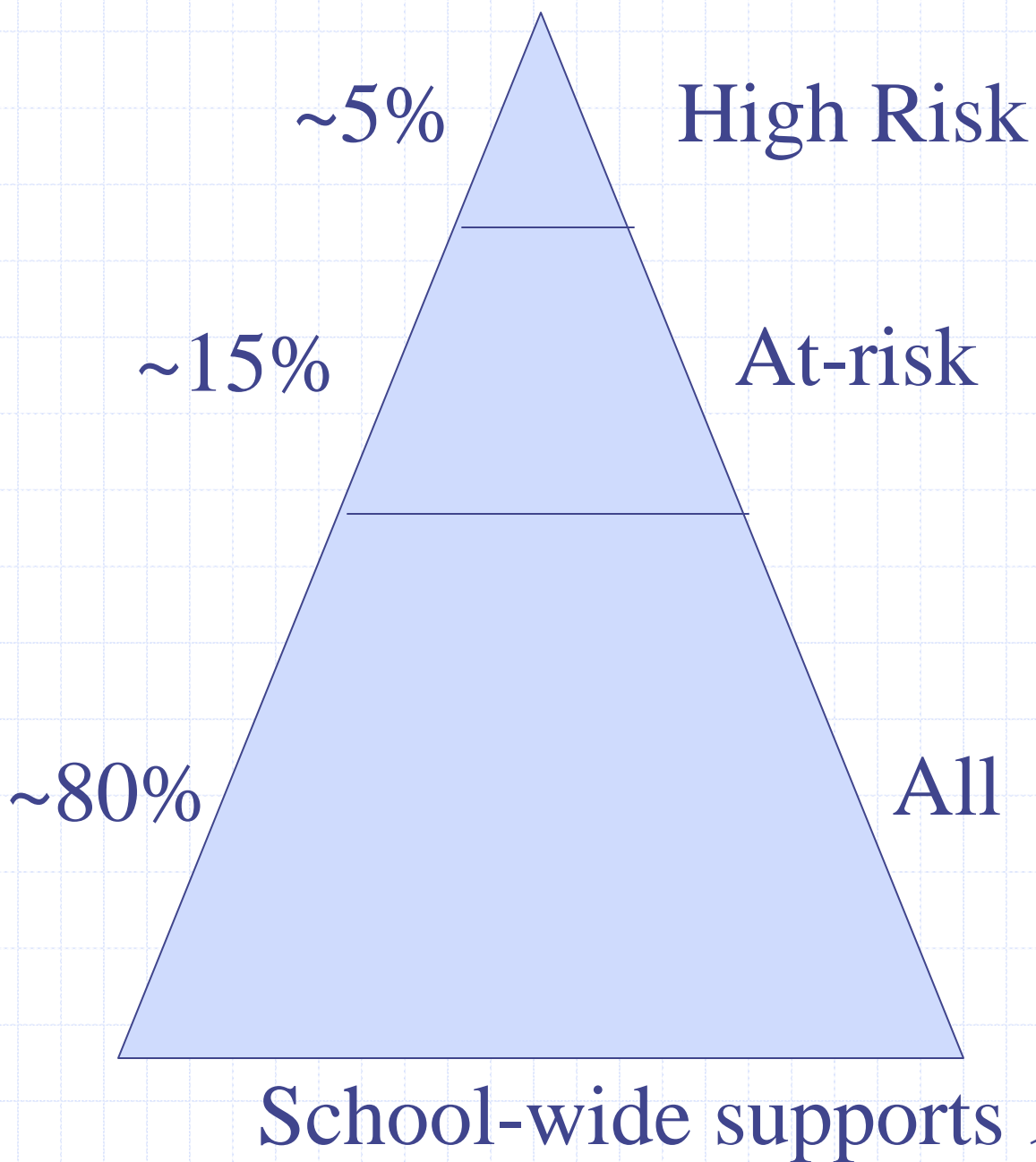
Food for thought ...

“Behaviour that needs to be learned, needs to be taught.”

Ronald Morrish

PBIS Model

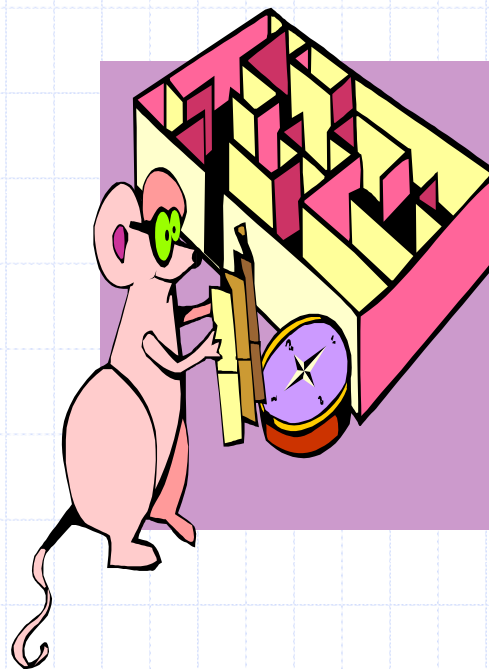
(G. Sugai, et al.)



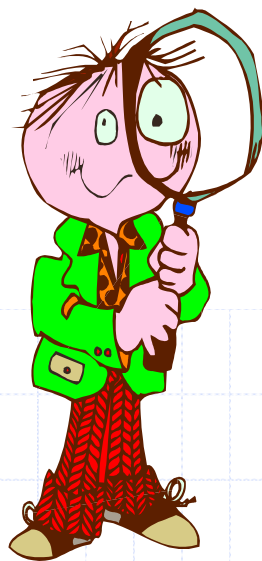
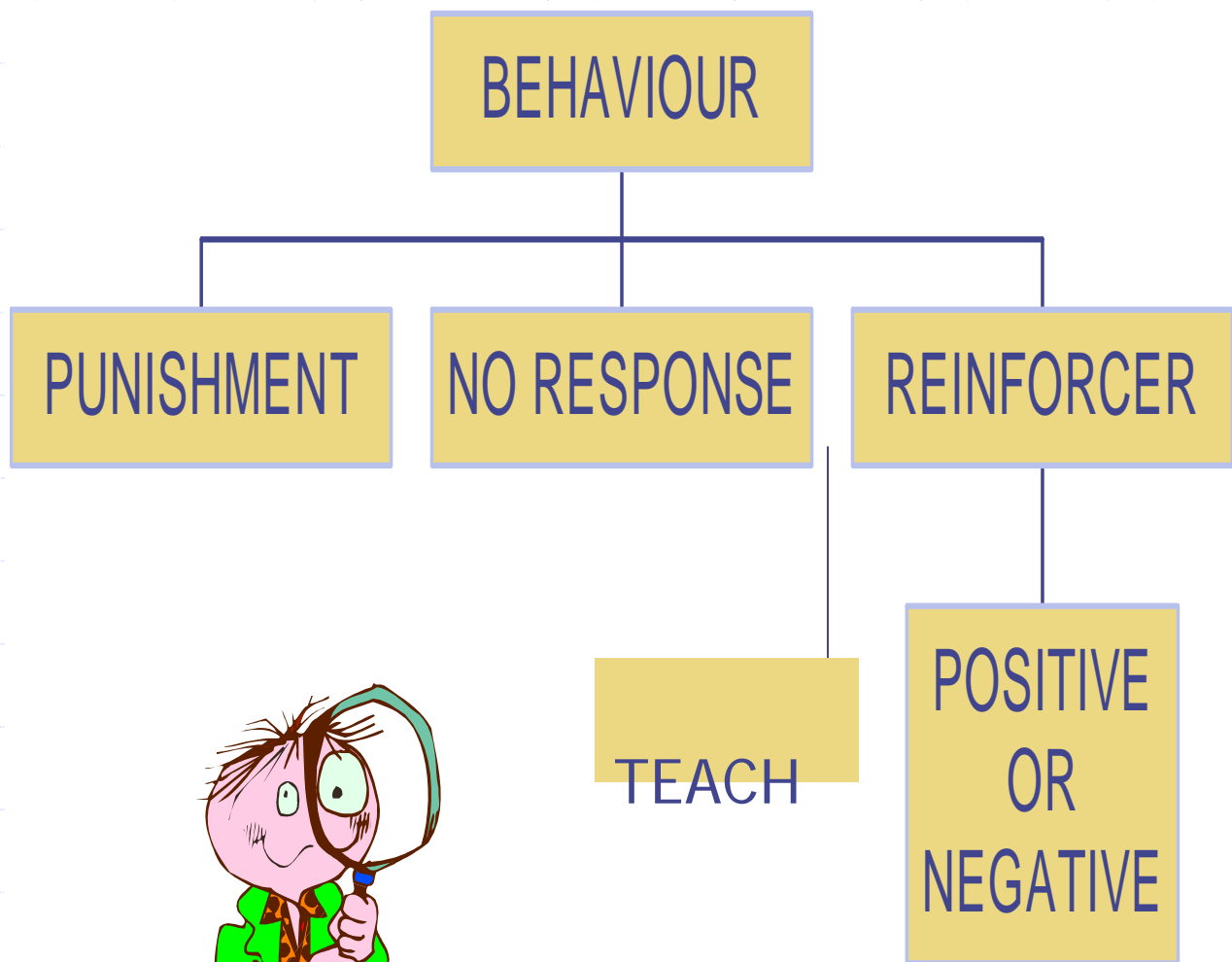
"AT-RISK" FACTORS

Low vs. High

- ◆ Critical school competencies
- ◆ Concept of self and self-esteem
- ◆ Communication with others
- ◆ Coping ability
- ◆ Control



THE MECHANICS OF BEHAVIOUR



DISCIPLINE means "TO TEACH"

- ◆ Shows Kids What They've Done Wrong
- ◆ Gives Them Ownership Of The Problem
- ◆ Gives Them Options To Solve Their Own Problems
- ◆ **Leaves Their Dignity Intact**

Barbara Coloroso



Food for thought ...

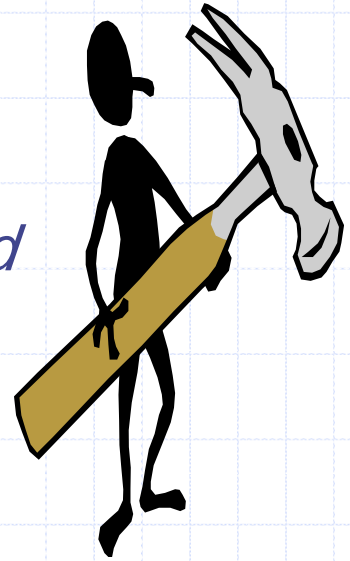
“Discipline is teaching children to behave well, not just punishing them for behaving poorly.”

Ronald Morrish

REMEMBER THE 3 R'S

◆ RESTITUTION

- *figure out what you did and how to make it up*

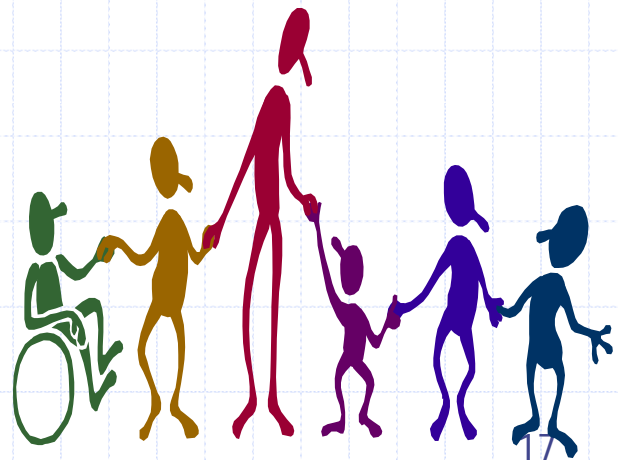


◆ RESTORATION

- *figure out how to make it right and prevent it happening again*

◆ RECONCILIATION

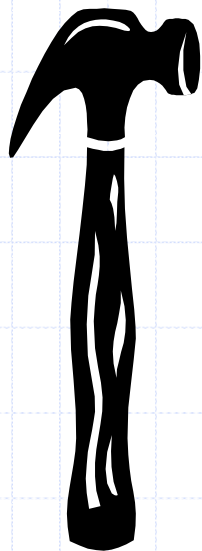
- *heal with those you harmed*



Barbara Coloroso

Food for thought ...

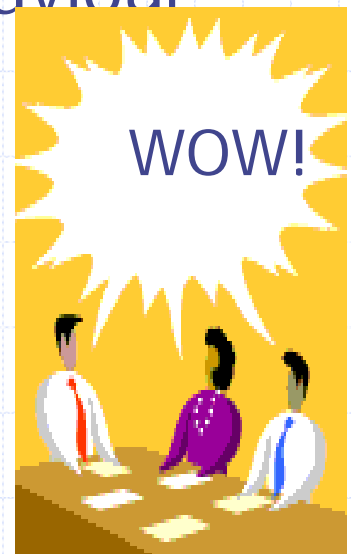
“When your only tool is a hammer, all problems resemble nails.”



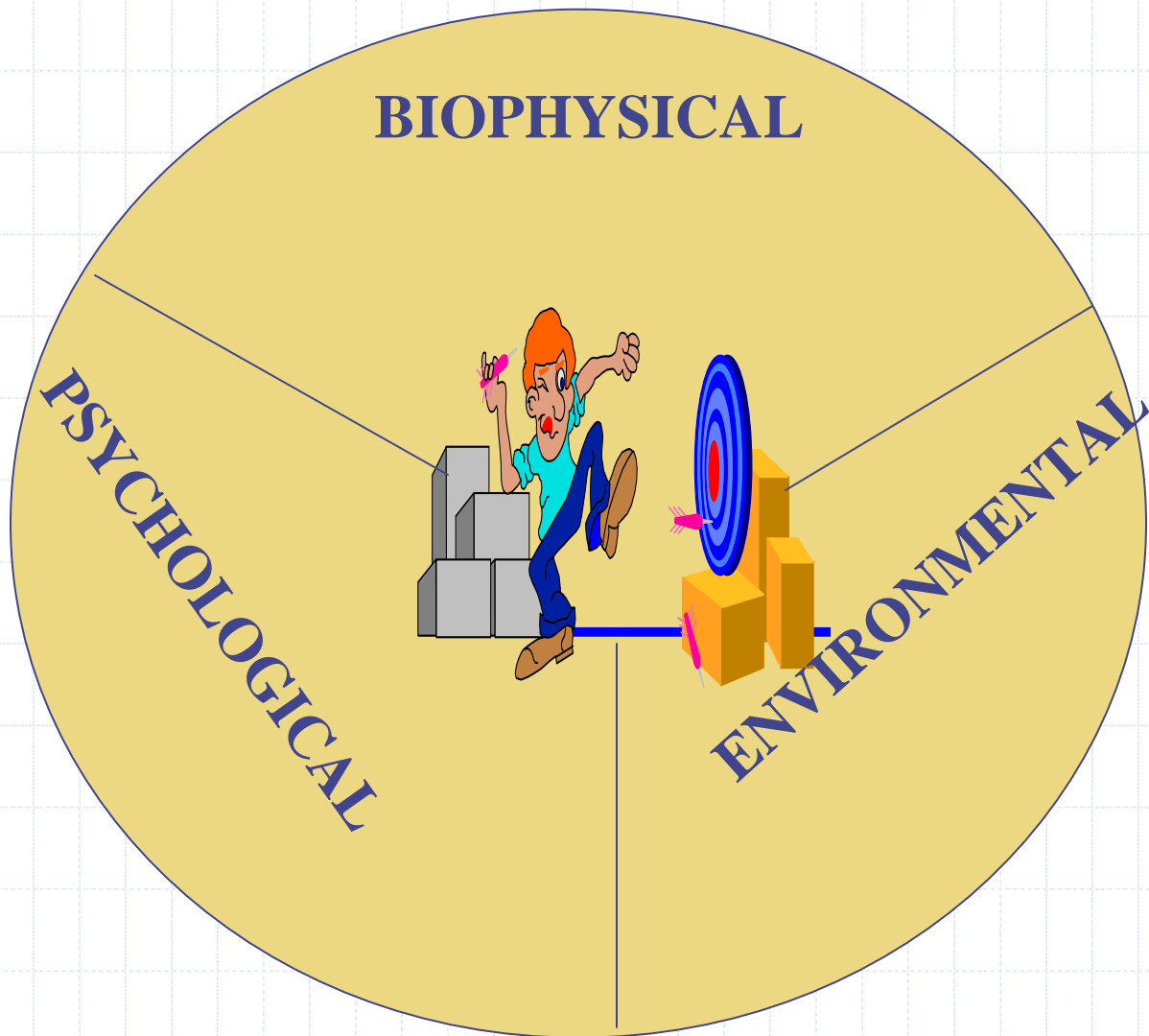
- ◆ The most successful schools are those that have a full range of disciplinary options

SIX COMPONENTS OF SCHOOL-WIDE DISCIPLINE

- ◆ Common approach to discipline
- ◆ Clear set of positive behavioral expectations
- ◆ Procedures for teaching expected behaviours
- ◆ Continuum of procedures for encouraging expected behaviour
- ◆ Continuum of procedures for discouraging problem behaviour
- ◆ Procedures for on-going monitoring and evaluation

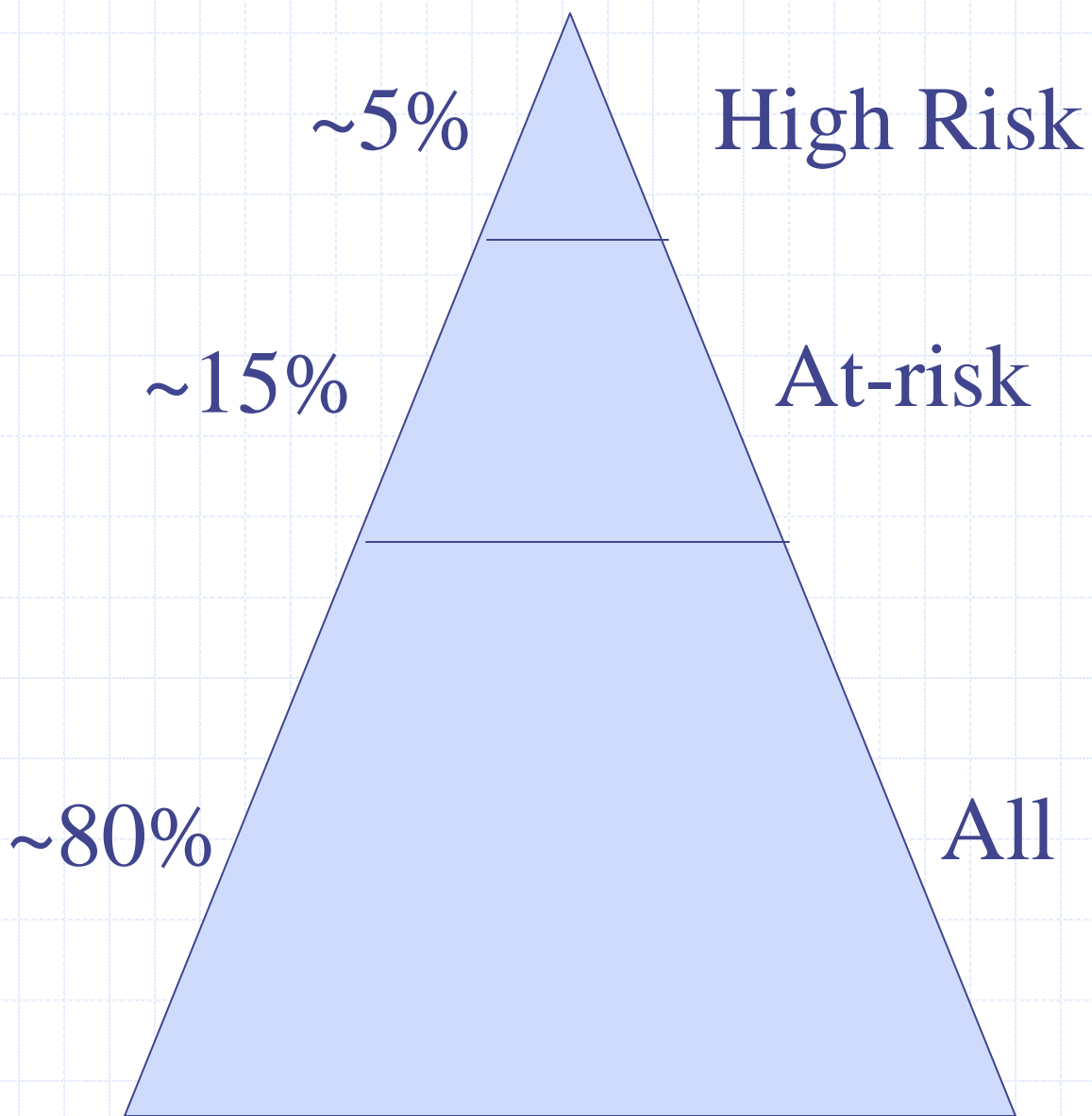


FACTORS SHAPING BEHAVIOUR



PBIS Model

(G. Sugai, et al.)



School-wide supports

**MISBEHAVIOUR
COMMUNICATES
FRUSTRATION
AND
ANGER!**



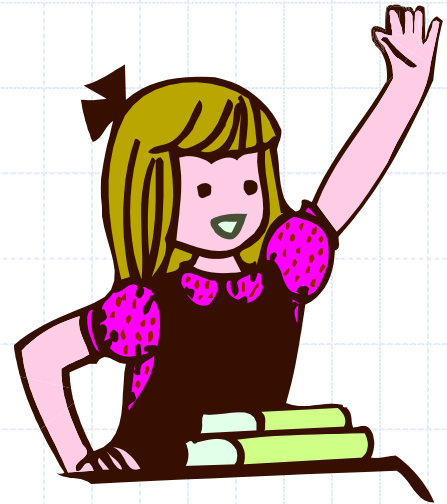
MASLOW'S HEIRARCHY OF NEEDS

◆ Self-Worth

◆ Belonging/Love

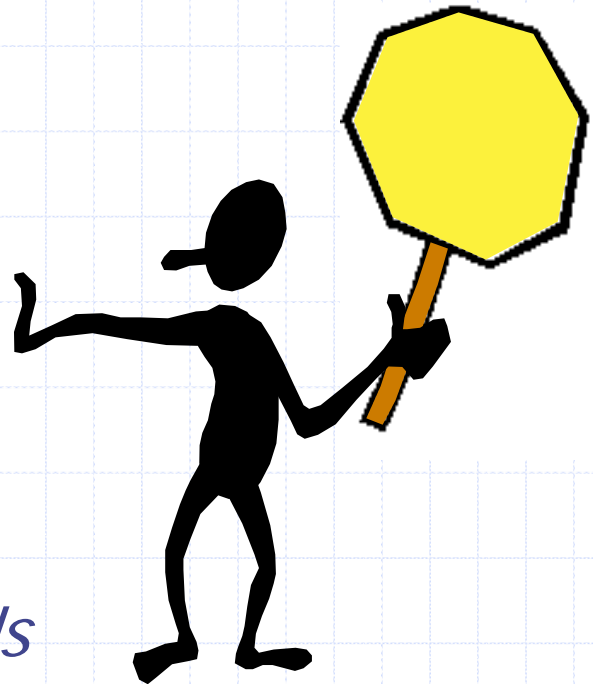
◆ Safety

◆ Basic Physical Needs

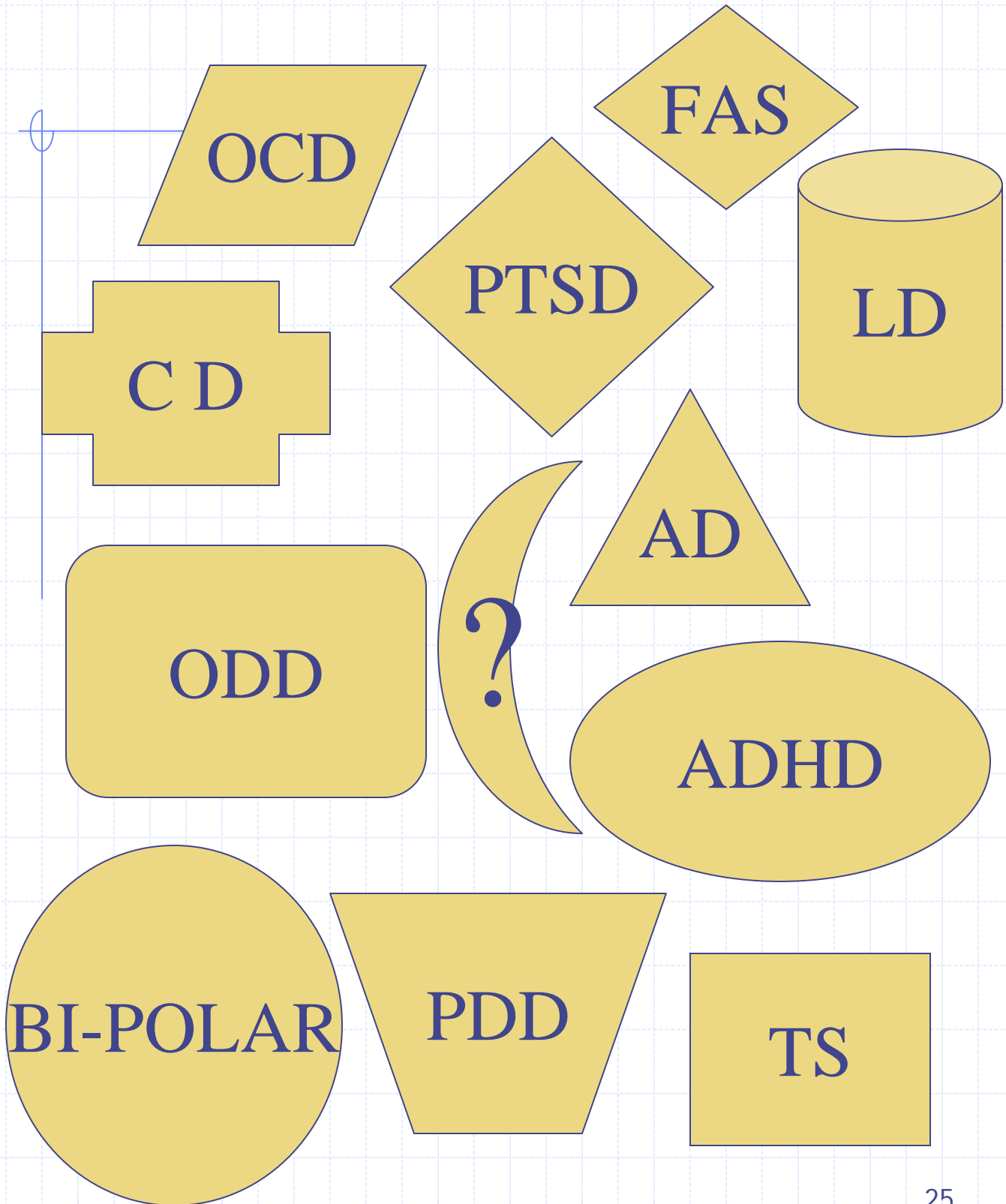


MESSAGES IN MISBEHAVIOUR

- ◆ *Social Attention*
- ◆ *Tangible Wants*
- ◆ *Avoidance*
- ◆ *Escape*
- ◆ *Sensory Problems*
- ◆ *Physiological Needs*



What shall we call it??

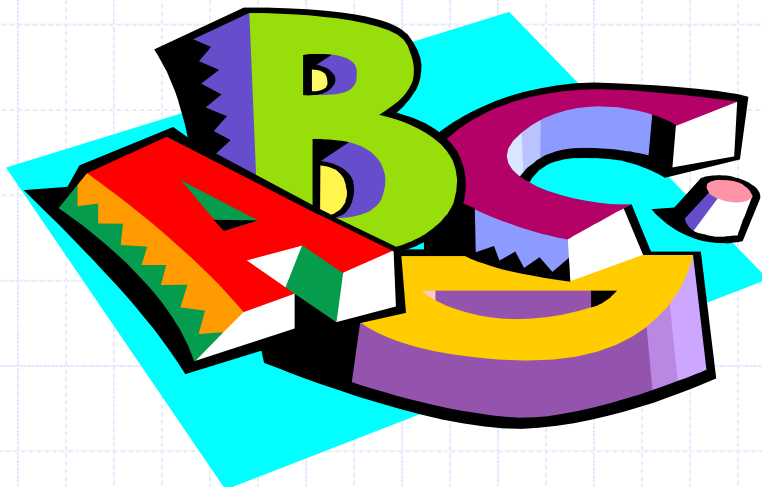


THE *ABC'S* OF BEHAVIOUR

◆ ANTECEDENTS

◆ BEHAVIOUR

◆ CONSEQUENCES



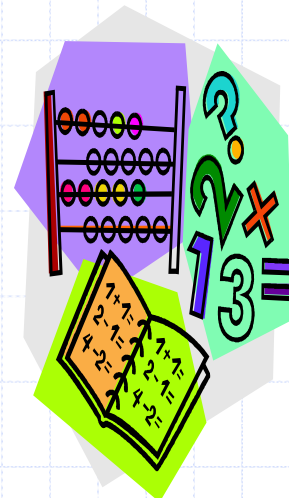
FUNCTIONAL BEHAVIOUR ASSESSMENT DATA FORM

1. _____
2. _____
3. _____

	89	910	1011	1112	121	12	23	34
Mon.								
Tues.								
Wed.								
Thurs.								
Fri.								

FIRST STEPS OF FBA

- ◆ Work With Your School Team
- ◆ Chart The ABC's Of Behaviour Over Time
- ◆ Overlay Your Schedule & Noting The Patterns
- ◆ Make Changes Where Change Is Indicated
- ◆ Monitor Progress



PBIS

What does it take?

- ◆ Commitment from administration
- ◆ Team-based implementation
- ◆ Define behavioural expectations
- ◆ Teach behavioural expectations
- ◆ Acknowledge and reward appropriate behaviour
- ◆ Monitor and correct unacceptable behaviour
- ◆ Use information for decision-making
- ◆ Parent/community involvement
- ◆ www.pbis.org

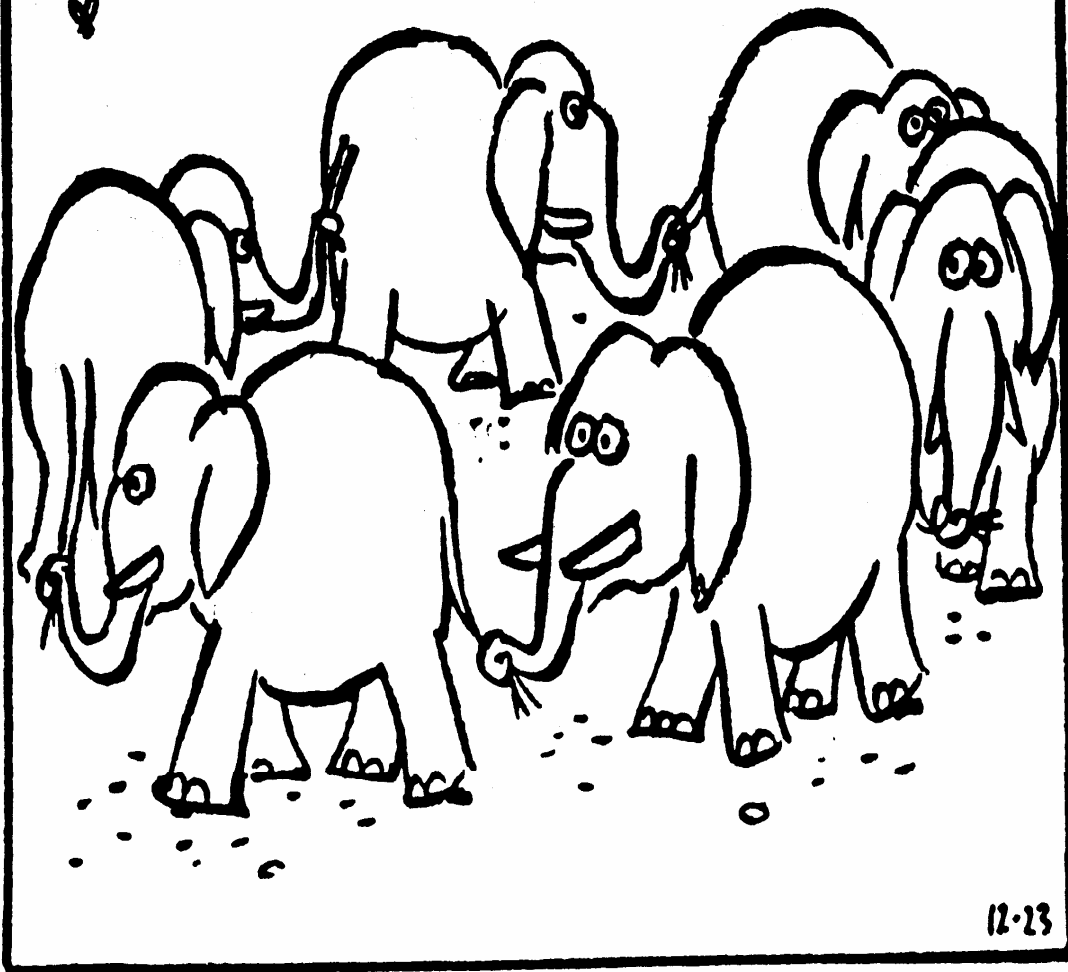
BENT OFFERINGS

By DON ADDIS

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Don
Addis

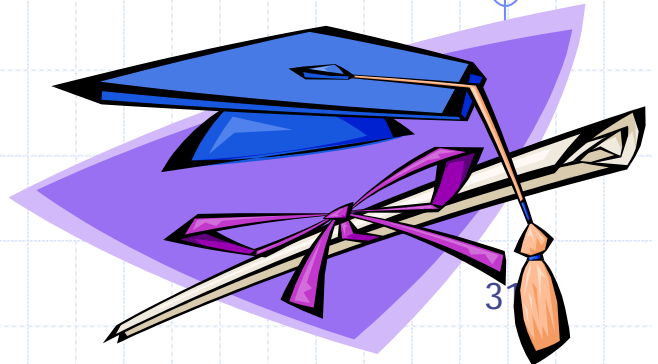
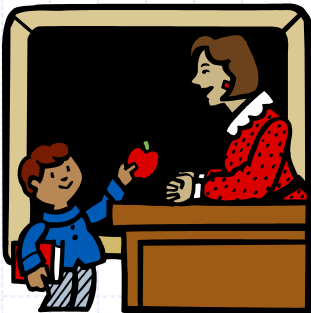
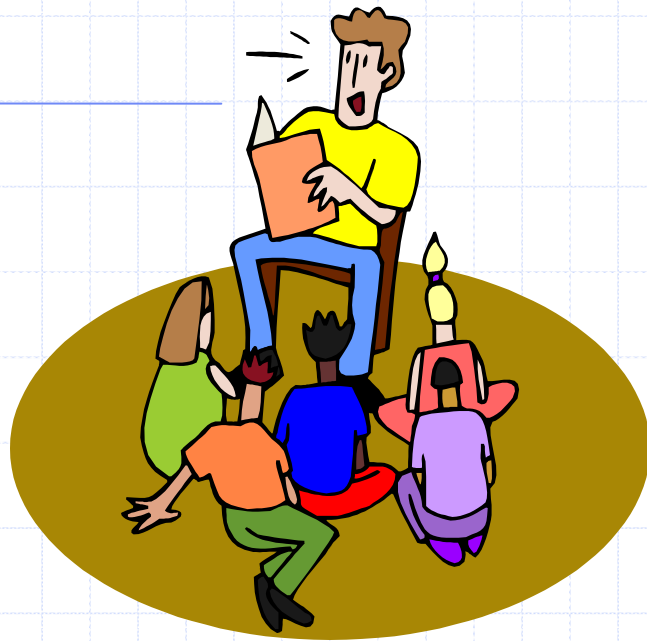
ARE WE
THERE YET?



12-23

Postscript

Is it worth it??

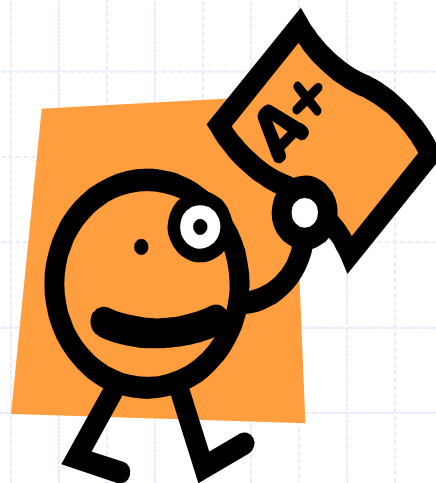


Food for Thought ...

“If you always do
What you have
always done
You will always get
What you have
always gotten.”

What the data say ...

- ◆ Safer schools are more effective learning environments
- ◆ System-wide interventions result in 20-60% fewer OR's
- ◆ Academic performance gains
- ◆ Teacher/student satisfaction improves
- ◆ Over 90% reduction in problem behaviours in most studies!



MEETING BEHAVIOURAL CHALLENGES

Creating Safe and
Caring Learning
Environments

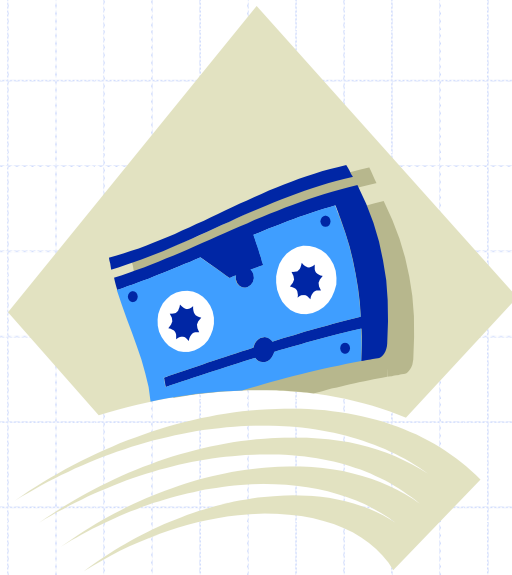


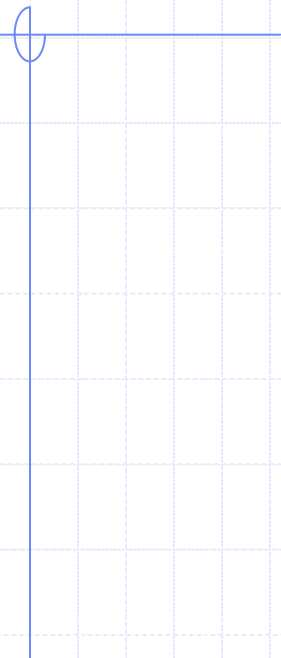
Questions??



Juanita Mureika, Psychologist
453-2698

PBIS Video







Food for thought ...

“Plan how you will elicit good behaviour, not how you will respond to poor behaviour. It’s always better to plan for success than to plan for failure .”



Food for thought ...

“A single minute spent practicing courtesy has more impact than a one-hour lecture on the importance of it.”

Ronald Morrish



Food for thought ...

“Having the right to do something doesn't make it the right thing to do.”

Ronald Morrish



Food for thought ...

“Children learn far more from correction than from punishment.”

Ronald Morrish



Food for thought ...

“The best time to teach a behaviour is when it isn't needed, so it will be there when it is needed.”

Ronald Morrish



Food for thought ...

“Every good sports coach knows the value of running an intensive training camp at the beginning of each new season. So does every good teacher.”

Ronald Morrish



Food for thought ...

“Discipline is about giving children the structure they need, not the consequences they deserve.”

Ronald Morrish



Food for thought ...

"If teachers don't work as a team on the minor issues of gum-chewing and hats, they won't be able to work as a team on the major issues of standards and citizenship."

Ronald Morrish

Whose School Is This, Anyway?

Is it the principal's?

Is it the teachers'?

Is it the smart kids'?

Is it the pushy kids'?

Is it the popular kids'?

Is it the native English-speaking kids'?

Is it each kid's equally?

Is it the kids', the principal's, and the teachers'
equally?

Who decides what goes on in here?

Who does it go on for?

Does it go on for the kids who go to college?

Does it go on for the kids who go to work?

Does it go on for the kids who have nowhere to
go?

Does it go on for all kids equally?

Does it go on for the principal?

Does it go on for the teachers, the kids, and the
principal equally?

Who tells whom what to do?

Who makes the rules?

Who are the rules for?

Who must follow the rules?

Who must see that the rules are followed?

Whose school is this, anyway?

Curwin and Mendler, 1998.

Food for Thought...

" Issues surrounding students with emotional or behavioural problems really tear at the fabric of people's value systems. They carry a feeling that when people are 'bad', they should be punished."

School principal,
NASP *Communique*,
Oct.2001



Food for thought ...

"A school's reputation is determined as much by the behaviour of its students as by the quality of its programs."

Ronald Morrish



Food for thought ...

“Behaviour you ignore
is behaviour you
permit.”

Ronald Morrish



Food for thought ...

“Discipline is about teaching children to behave well despite their problems, not excusing their behaviour because of their problems.”



Food for thought ...

“To stop fights, stop put-downs. Verbal hits usually precede physical hits.”

Ronald Morrish



Food for thought ...

“To prevent major
behaviour problems,
deal with minor
behaviour problems.”

Ronald Morrish



Food for thought ...

“The consistency of your expectations is far more important than the consistency of your consequences.”

Ronald Morrish



Food for thought ...

“There can be no effective discipline without effective supervision.”

Ronald Morrish



In•san•i•ty

n. 1. Doing the same thing over and over expecting different results.

—Anonymous