



# Tier I Interventions

Schoolwide  
Universal  
Prevention

Day II

# Systems Model

Primary prevention is part of a system and requires systems level planning - not a behavior program. School is the primary “unit of analysis.”

# Universal Strategies: School-Wide

## Essential Components

1. Schoolwide Values
2. Clearly define expected behaviors
3. Procedures for teaching & practicing expected behaviors
4. Procedure for monitoring expected behaviors
5. Procedures for acknowledge/encouraging expected behaviors
6. Procedures for discouraging problem behaviors
7. Procedures for record-keeping and decision making

***At Park Avenue, we are people of character. We are respectful. We are responsible. We care.***

<b>All Areas</b>	<b>Responsible</b>	<b>Respectful</b>	<b>Caring</b>
	<p>Follow adult directions the first time Take responsibility for your words and actions</p>	<p>Use polite language and respectful voice Keep hands, body and objects to self</p>	<p>Treat others the way You want to be treated Keep Park Avenue clean, safe, &amp; healthy</p>
<b>Cafeteria</b>	<p>Get all food and utensils 1<sup>st</sup> time Keep area neat and clean Raise hand and wait for permission to leave</p>	<p>Use line basics when entering Keep place in line Take the first milk you touch</p>	<p>Use good manners</p>
<b>Hallway</b>	<p>Go directly to where you need to go Carry hall pass</p>	<p>Walk on right side unless otherwise directed Use line basics when entering building</p>	<p>Wait for passing lines Hold doors for others</p>
<b>Playground</b>	<p>Use school equipment correctly and safely Follow Park Avenue game rules Line up immediately when bell rings Get permission to leave playground</p>	<p>Keep hands feet &amp; objects to self Enter Building using line basics Use respectful language</p>	<p>Include everyone Try to solve problems appropriately Report injuries to a playground supervisor</p>
<b>Restroom</b>	<p>Take restroom pass and nothing else Use/flush/Wash/Leave</p>	<p>Keep restroom clean Respect the privacy of others</p>	<p>Wait quietly and patiently for your turn Report problems to an adult immediately</p>

## Park Avenue Expectation Lesson Plan

*At Park Avenue, we are people of character. We are respectful. We are responsible. We care.*

**Area:** Cafeteria

**Time Allotted:** 15-20 minutes

**Materials needed:** *For script: trays, utensils, milk, napkins, buckets for silverware, garbage can, trays for all students to practice for classroom teacher:*

### Expectations

<i>Responsible</i>	<i>Respectful</i>	<i>Caring</i>
<i>Get all food and utensils 1<sup>st</sup> time Keep area neat and clean Raise hand and wait for permission to leave</i>	<i>Use line basics when entering Keep place in line Take the first milk you touch</i>	<i>• Use good manners</i>

- Walk down the right side of the stairs quietly using the handrail one step at a time.
- Enter cafeteria using line basics (Hands at sides, facing forward, voices off.)
- Take the first milk you touch and hold it carefully in your hand.
- Take the first utensil you touch.
- Take your tray and say “thank you”.
- Choose items and put them on your tray. Once you have touched something it’s yours.
- Enter your number.
- Go to the directed table and quietly eat your own lunch - no sharing.
- Raise your hand and wait to be dismissed.
- Put your utensils carefully into the tub.
- Carry your tray carefully and throw out everything.
- Stack your tray on the counter so it fits inside the others.
- Leave the lunchroom quietly and walk to recess.

# Universal Strategies: School-Wide

## *Activity*

- Find handout “Teaching Behavior & Social Skills” -
- Choose a behavior & setting, be prepared to explain how you will teach the expectation in the setting you have chosen.
- Decide how you will monitor effectiveness.

# Teaching Behavior in High Schools

- Use student leaders to develop strategies for teaching expectations
- Survey students for suggests and concerns
- Clearly define expectations, i.e. tardiness, that you want to address
- Posters of expectations posted in established areas
- Each month a different focus violence, tardiness, etc

# Teaching Behavior in High Schools

- Use creative roll-out procedures such as videotapes, popular movies, role-playing by staff or students
- Provide formal lesson plans
- Pilot with a small group of students
- Instruction during advisory period with 15-20 students per advisor
- Orientation by guidance people for first day of school to introduce expectations

# Universal Strategies: Classroom

*Needed at the classroom level...*

- Use of school-wide expectations/rules
- Effective Classroom Management
  - Behavior management
  - Instructional management
  - Environmental management
- Support for teachers who deal with students who display high rates of problem behavior

Procedures for  
Acknowledging/Encouraging/  
Maintaining Expected Behaviors

# Questions regarding use of rewards

Please answer Agree or Disagree

- Children at this age should know what is expected
- Praising feels unnatural
- Praise is manipulative and coercive
- Reward is the same as bribing
- Students will come to depend on tangible rewards?
- Awards are only for special achievements

# Questions regarding use of rewards

Please answer Agree or Disagree

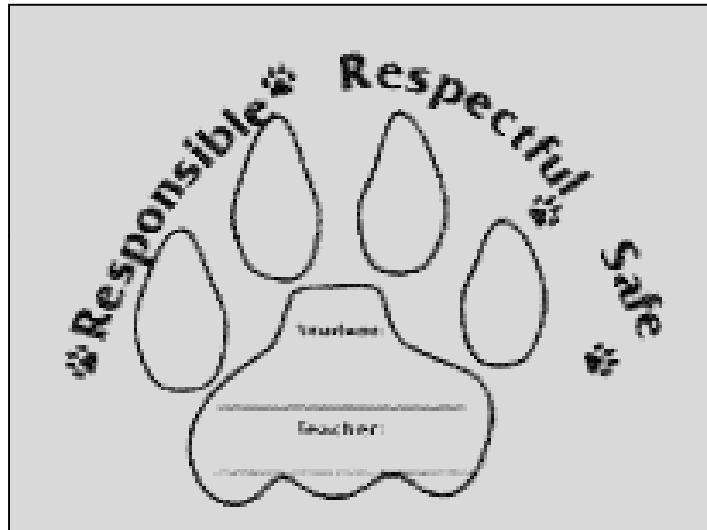
- Remember: This is a schoolwide discipline plan.
  - 80% Behave because of prior learning and reinforcement.
    - Positive Reinforcement
    - Negative Reinforcement
    - Habit
    - Internalized values

# Use of Rewards within Schools

(Tobin, Horner, Sugai, 2002)


- More positive reinforcement for appropriate school behaviors is needed
- Some students need very clear, salient, formal reward systems
- Formal reward systems enhance a school's cultural competence
- Formal reward systems help students who have been abused or neglected
- Use of reinforcement to reduce problem behavior

# Rewards for Behavioral Expectations



I saw you being:


- Responsible
- Respectful
- Safe



Student

Staff

**Douglas Gardens**



## Caught-You

- Caught being SAFE
- Caught being RESPECTFUL
- Caught being RESPONSIBLE

# On-going Reward of Appropriate Behavior

- Every faculty and staff member acknowledges appropriate behavior.
  - 5 to 1 ratio of positive to negative contacts
- System that makes acknowledgement easy and simple for students and staff
- Students should be acknowledged regularly (at least every 2 weeks)
- Different strategies for acknowledging appropriate behavior (small frequent rewards more effective)
  - Beginning of class recognition
  - Raffles
  - Open gym
  - Social acknowledgement

# Schoolwide Acknowledgement Plan

Walker, Colvin, Ramsey (1995) Also see P. 60 Colvin

## Key Features:

- Title that captures purpose of award
  - Academic: student of the month, most improved
  - Behavior: “Caught-in-the-Act”
- Award that student will receive
  - Certificate, coupon, privilege, stickers, or raffle ticket, Pat’s, liver (should be of value to students).

# Schoolwide Acknowledgement Plan (cont.)

- Criteria definition
  - Who is eligible, how often award is delivered, how many students receive award?
  - Should be implemented consistently
  - Strict criteria are needed for more public awards (student of month) Looser criteria for awards distributed at higher rate (recess tickets)
- Presentation
  - Location and form in which award is presented
  - School assembly, classroom, privately
- Dissemination
  - Bulletin boards, newsletters, parent letters

- Title
  - “Gotcha”
- Criteria
  - Demonstration of schoolwide expected behavior
- Frequency
- Presentation
  - Individual staff member
- Award
  - Picture on a poster outside office
  - Monthly raffle at awards assembly
- Dissemination
  - Signed awards log kept at office (name and room number)

Schoolwide  
Positives:  
Example

# What awards do you currently have in place???

## Helpful Examples on the Web

- <http://www.pbismaryland.org/>
  - [http://www.pbismaryland.org/schoolexamples.htm#Chase\\_Elementary](http://www.pbismaryland.org/schoolexamples.htm#Chase_Elementary)
  - <http://www.pbismaryland.org/schoolexamples.htm#MiltonMSome rsMS>
  - <http://www.pbismaryland.org/schoolexamples.htm#Lansdowne>

# Create School-Wide Award System

- Use the School-wide Recognition Categories to create one award.

**Group Work**