



The State-Wide Implementation of Positive Behavioral Support Systems

**Building Strong Schools to
Strengthen Student Outcomes™**

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Arkansas' SIG Goal 2

The social, emotional, and behavioral needs of students with disabilities will be met through the implementation of school-based prevention programs and school-based mental health services.



SIG Goal 2 Outcomes

- Reduction in discipline referrals for students with disabilities.
- Reduction in unilateral removals and suspensions.
- Increased academic achievement by students with disabilities.
- Increased skills by school personnel to provide positive behavior support.
- Increased skills by school and mental health personnel to provide school-based mental health services.
- Infrastructure in place within schools to support and sustain positive behavior support and school-based or school-linked mental health.
- Increased involvement of parents.

What is Project ACHIEVE?

Project ACHIEVE is:

A district-wide school improvement/school success model focused on maximizing the academic and social, emotional, behavioral development and progress of all students





Project ACHIEVE

**An Evidence-Based National Model Prevention
Program through the**

**U.S. Department of Health & Human Service's
Substance Abuse and Mental Health Services
Administration (SAMHSA)**

and

**U.S. Department of Justice's Office of Juvenile
Justice and Delinquency Prevention (OJJDP)**



What does the Project emphasize?

A school effectiveness or school improvement process that uses an effective whole-school design process to:

Maximize Students' Academic Achievement

Create Safe School Environments and Positive School Climates

Build Effective Teaching and Problem Solving Teams that
Speed Successful Interventions to Challenging
Students

Increase and Sustain Effective Classroom Instruction

Increase and Sustain Strong Parent Involvement

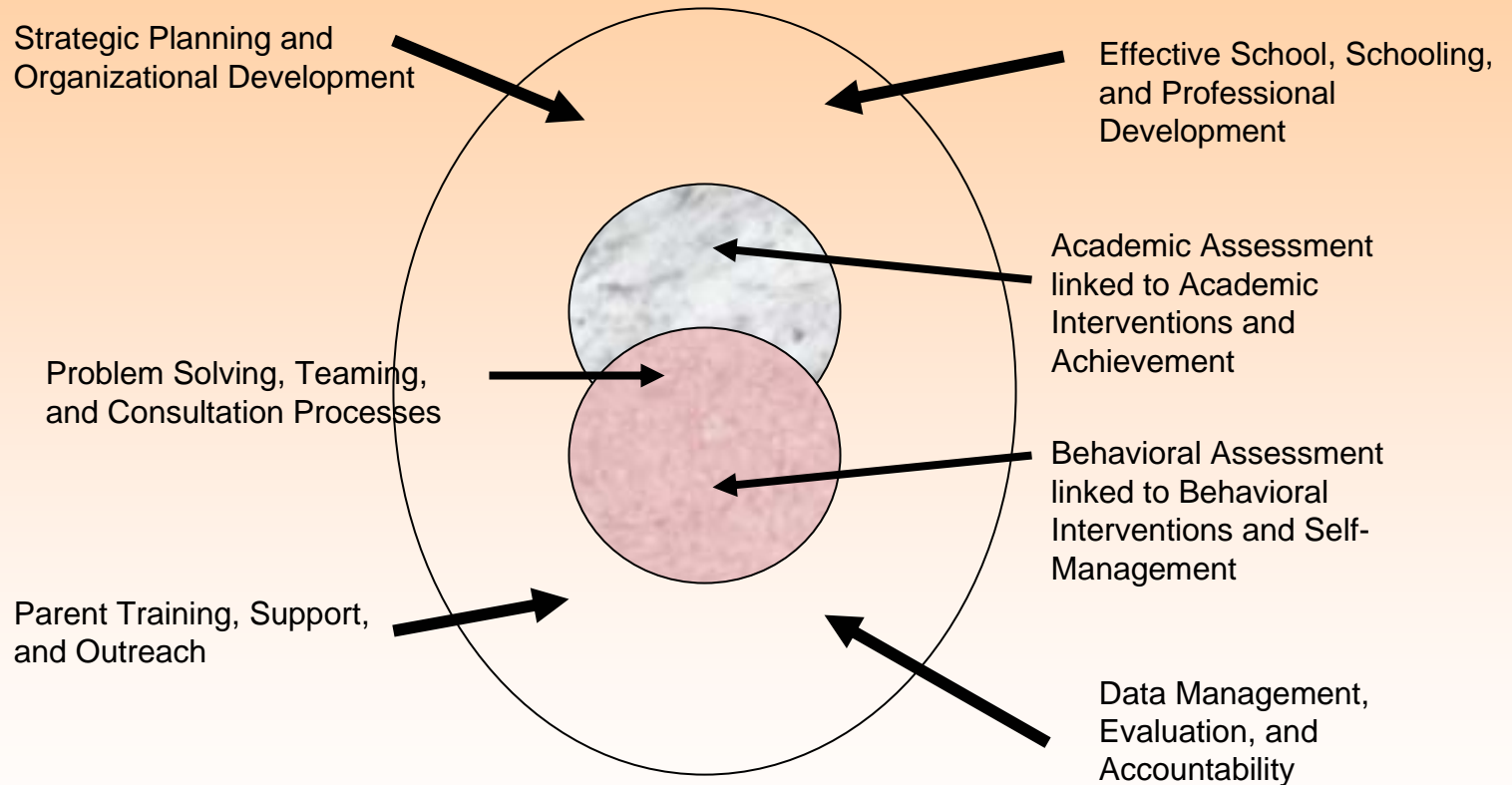
Develop and Implement Effective Strategic Plans

Organize Building Committees and Student Learning Clusters

Develop Effective Data Management Systems for
Outcome Evaluations

Project ACHIEVE:

“Building Strong Schools to Strengthen Student Outcomes”





The Ultimate Educational Goal

TO:

Maximize ALL Students'
Academic Achievement and
Social-Emotional/Behavioral
Development



The Most Predictive Research-Based Determinants of Academic Achievement

1. A Positive Classroom Climate that is Conducive to Learning
2. A Peer Culture Supportive of Academic Achievement
3. Cooperative Learning/Positive and Productive Student and Teacher Interactions
4. Effective Classroom Management
5. Academic Engaged Time/Quantity of Instruction
6. Students' Metacognitive Understanding of the Process of Learning

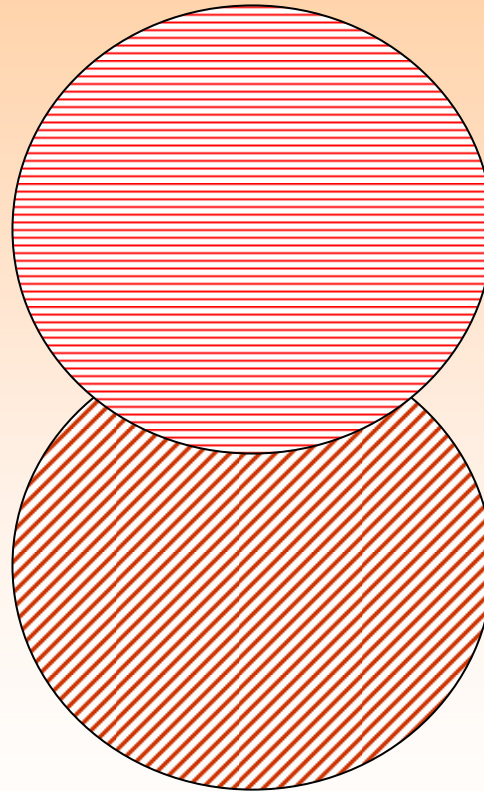
Cawalti, G. (Ed.) (1995). Handbook of research on improving student achievement. Arlington, VA: Educational Research Service.

Wang, M., Haertel, G., & Walberg, H. (1993/1994). What helps students learn. Educational Leadership, December/January, 74-79.

The Interdependency between Academics and Behavior

Academic Success

Do students act out
due to academic
frustration?



Behavioral Success

Do students have less
academic success
when they do not
have certain behavioral
skills?

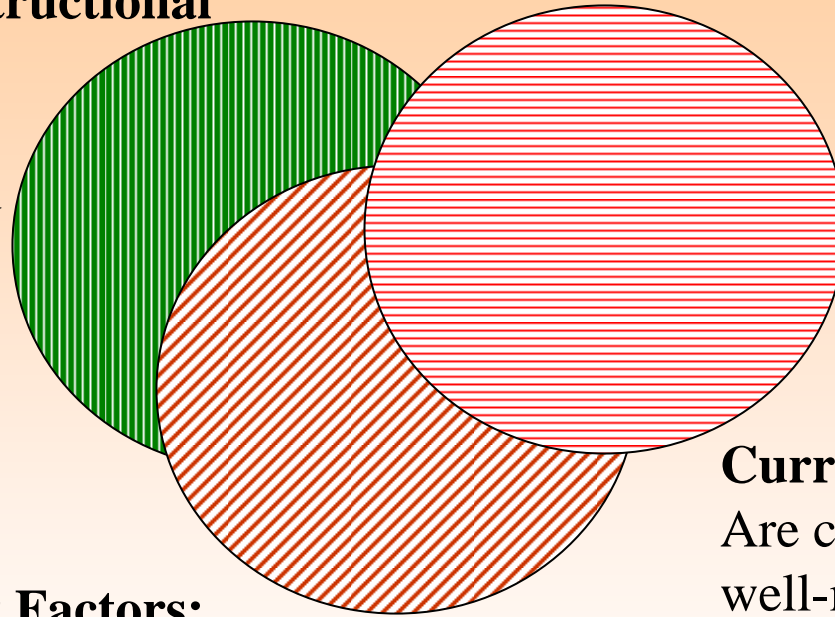
Functional Assessment and Data-Based Problem Solving

Helps us to tell the
difference.

Students Succeed Because of Their Instructional Environments

Teacher-Instructional Factors:

Are teachers well-matched to their students and curricula?



Curricular Factors:

Are curricula well-matched to students and teachers?

Student Factors:

Are students prepared and “programmed” for success?

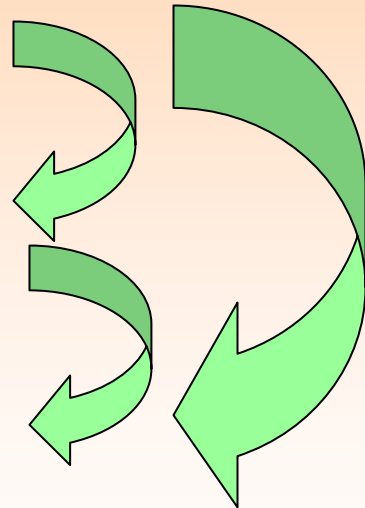
Project ACHIEVE's **Positive Behavioral Self- Management System (PBSS)**

Self-Management

District

School/Staff

Students

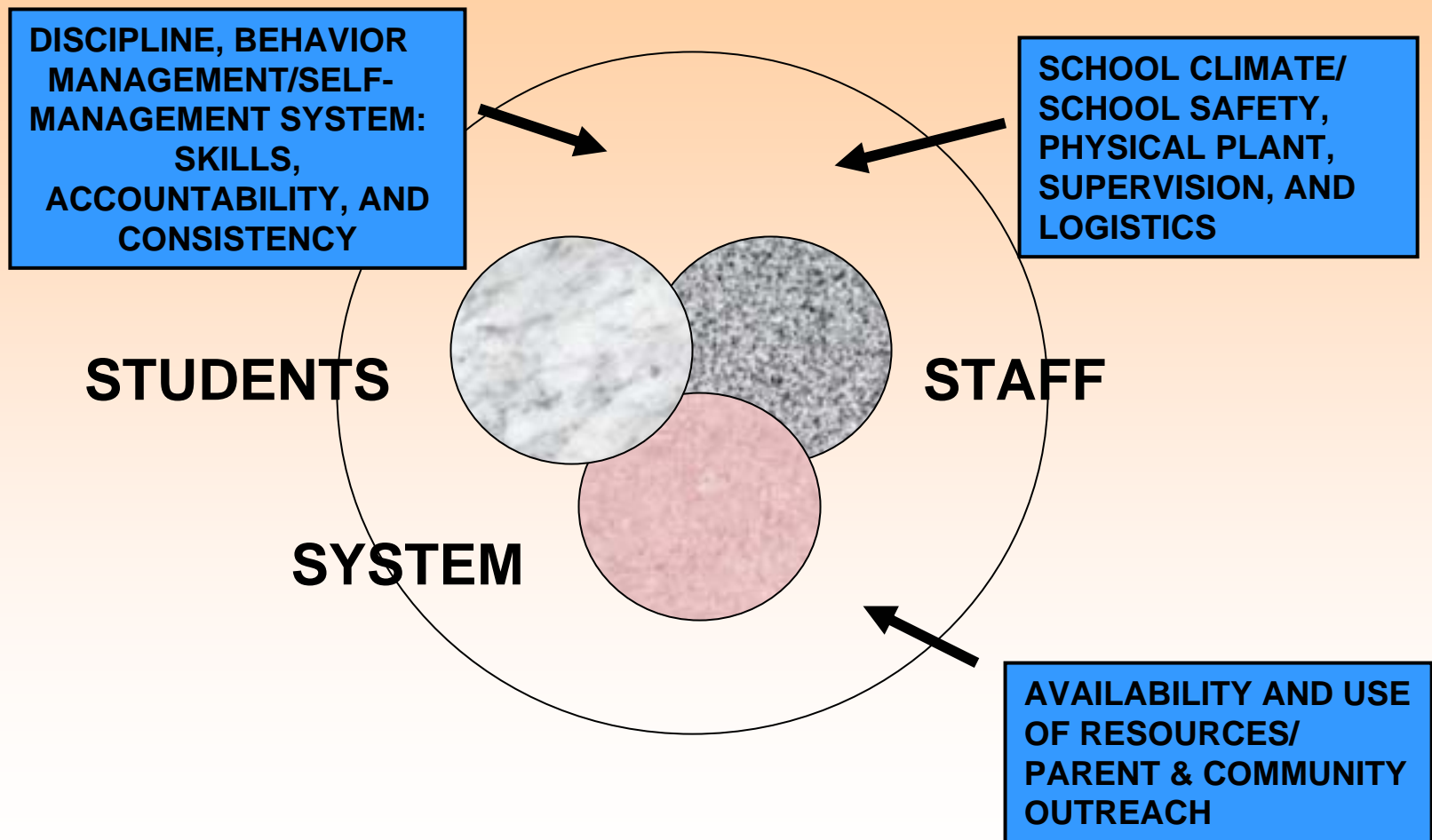


→ *Capacity*

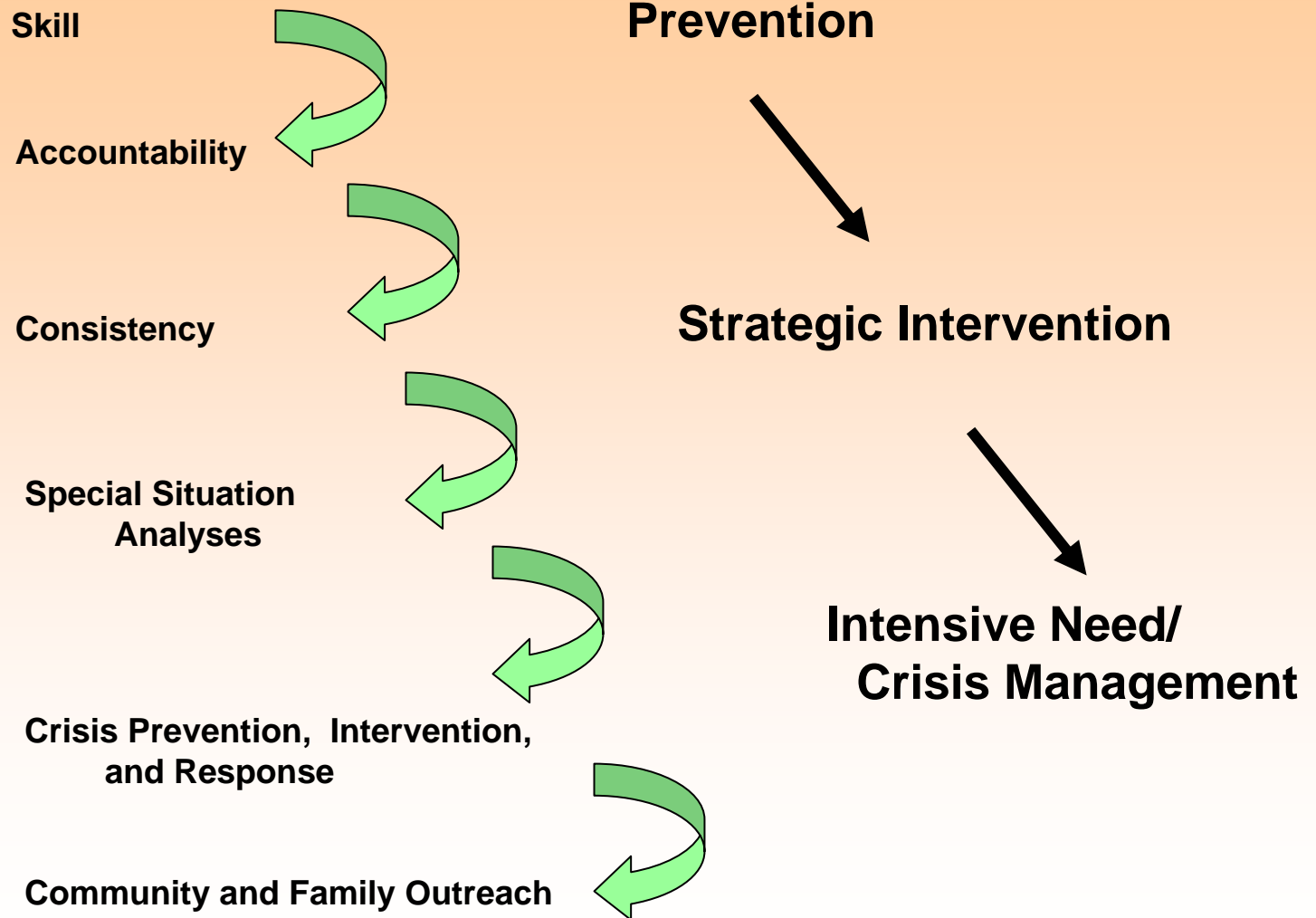
→ *Autonomy*

→ *Independence*

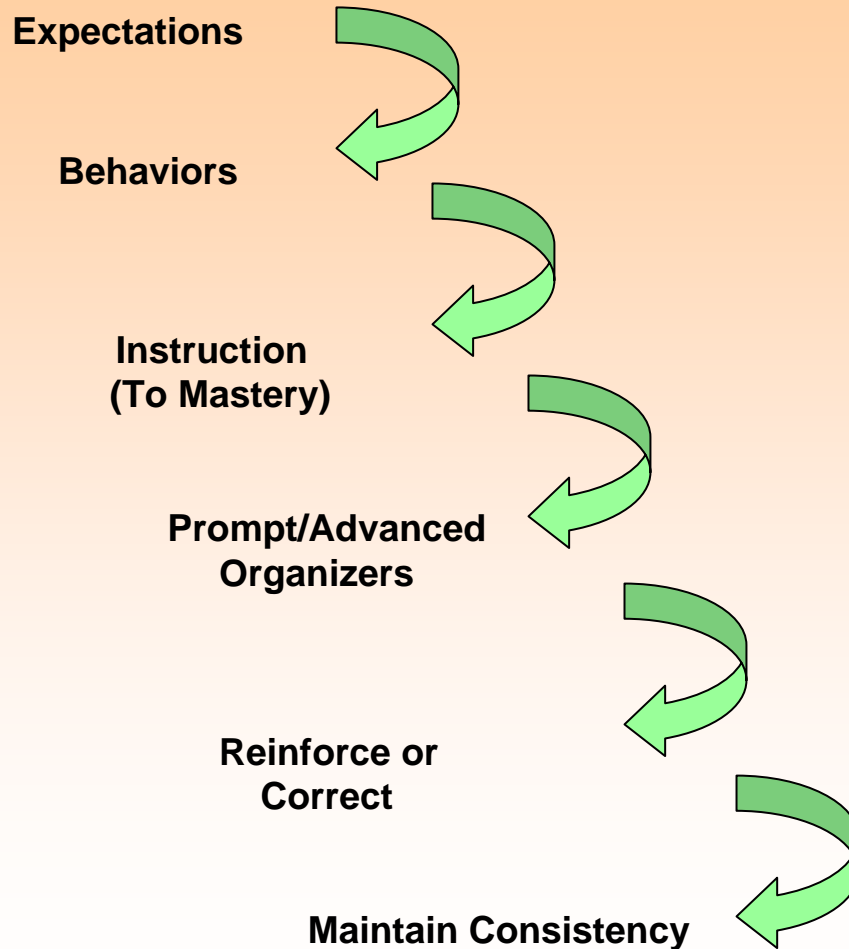
Context for Project ACHIEVE's Positive Behavioral Self-Management System (PBSS)



Project ACHIEVE's Positive Behavioral Self-Management System (PBSS) Blueprint



Infusing Skills Instruction into Effective Classroom Management: Identification and Implementation of Behavioral Expectations and Skill Outcomes



THE STOP & THINK SOCIAL SKILLS PROGRAM





COGNITIVE “SKILLS & SCRIPTS”-- THE STOP & THINK SOCIAL SKILLS UNIVERSAL LANGUAGE

1. _____, you need to Stop & Think.
2. Are you going to make a Good Choice or a Bad Choice?
You need to make a Good Choice.
3. What are your (Good) Choices or Steps?
[Tell/Guide your student here using a specific “Skill Script”]
4. All right, now let me see you Just Do It !!!
5. Great job!!! Tell yourself you did a great job!!!

WHY THE STOP & THINK SOCIAL SKILLS UNIVERSAL LANGUAGE WORKS



Impulse Control/Self-Control/Self-Management



Accountability: Incentives and Consequences



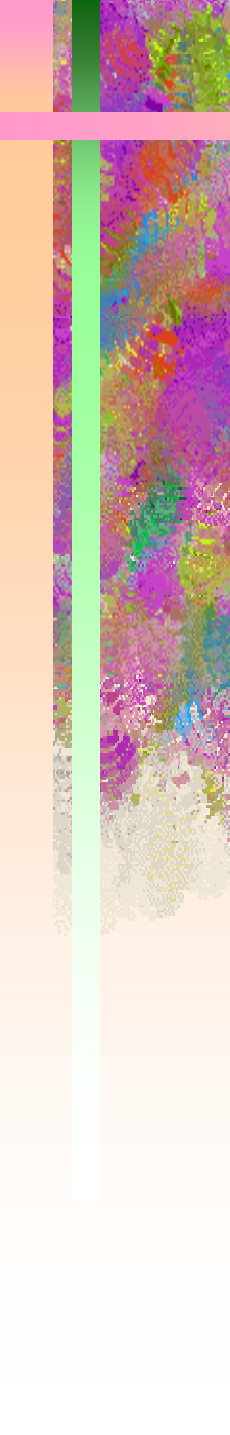
Cognitive-Behavioral Scripting and Preparation



Guided Behavioral Implementation



Positive Self-Reinforcement



Middle to Late Elementary School Stop & Think Social Skills

At the Grade 4 to Grade 5 level, the ten core skills are:

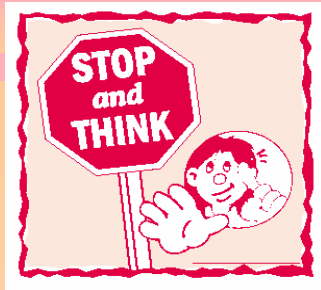
Listening
Following Directions
Asking for Help
Ignoring (Distractions)
Dealing with Teasing

Apologizing
Dealing with Consequences
Dealing with Anger
Dealing with Being Rejected or Left Out
Walking Away from a Fight

The ten advanced skills are:

Setting a Goal
Evaluating Yourself
Responding to Failure
Beginning/Ending a Conversation
Giving/Accepting a Compliment

Understanding Your/Others' Feelings
Dealing with Accusations
Dealing with Fear
Dealing with Peer Pressure
Dealing with Another Person's Anger

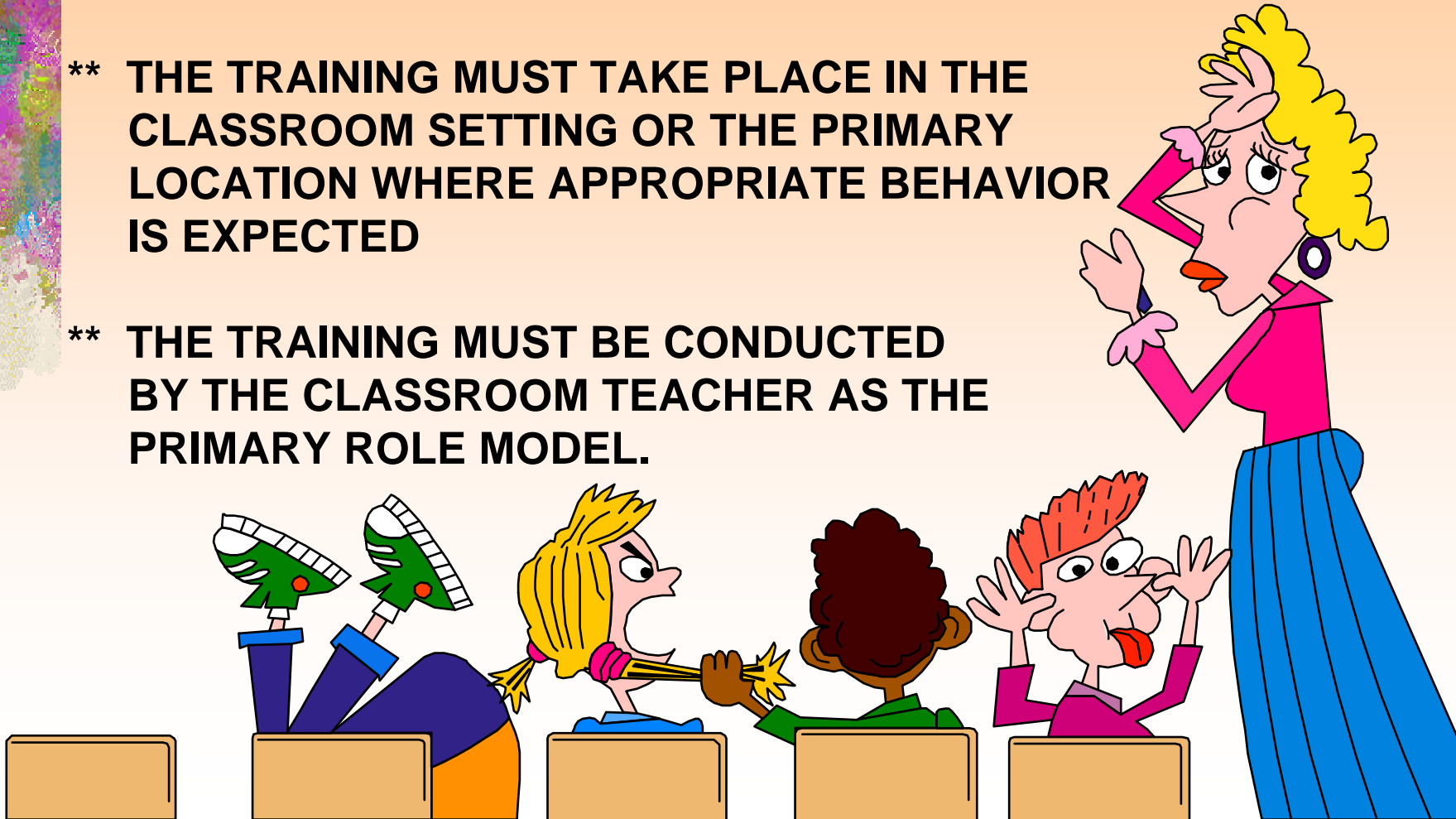


Following Directions:

1. Listen to the direction– (Get into the Listening position).
2. Ask Yourself– Do you understand the Direction?
If YES, go to the next step.
If NO, ask in a nice voice for them to be repeated
3. Repeat. . . the Direction out loud or to yourself.
4. Get ready . . .to Follow the Direction. . . and . . .

WHO TEACHES the Stop & Think Social Skills?

- ** THE TRAINING MUST TAKE PLACE IN THE CLASSROOM SETTING OR THE PRIMARY LOCATION WHERE APPROPRIATE BEHAVIOR IS EXPECTED**
- ** THE TRAINING MUST BE CONDUCTED BY THE CLASSROOM TEACHER AS THE PRIMARY ROLE MODEL.**



The Teaching Process:

Academic vs. Social Skills

- | | | |
|---------------|---|------------------------|
| • Teach | → | • Teach |
| • Demonstrate | → | • Model |
| • Practice | → | • Role Play |
| • Monitor | → | • Performance Feedback |
| • Apply | → | • Transfer of Training |

WHO TEACHES the Stop & Think Social Skills?

PARENTS, Too !!!!

**The Stop & Think Parenting Book:
A Guide to Children's Good Behavior
(Book & DVD***)**



*** Contact Howie Knoff





Consistency from School to Home: The Stop & Think Parenting Manual and DVD

- ✓ Introduction
- ✓ Listening and Following Directions—The Basics
- ✓ Listening and Following Directions—Advanced Procedures
- ✓ Using Rewards and Consequences
- ✓ Teaching Children to Wait their Turn and How to Interrupt
- ✓ Children's Emotions and Dealing with Losing
- ✓ Teaching Children How to Accept Consequences
- ✓ Teaching Children and Parents How to Deal with their Anger
- ✓ Summary



THE RESEARCH-BASED CHARACTERISTICS OF AN EFFECTIVE SOCIAL SKILLS PROGRAM

1. Is the social skills program based on a social learning theory model that uses an instructional approach that includes the following: teaching, modeling and role-playing the skill, providing performance feedback, and actively focusing on the transfer of training of the skill across time, setting, people, places, and circumstances?
2. Does the social skills program connect the skill training to a building- or grade-level positive discipline and behavior management system that includes an accountability component and provides for implementation integrity?
3. Does it focus on both grade-level and whole-building implementation of the social skills training and implementation process?
4. Does it use a core language that is easy for students to learn and that leads students toward making prosocial choices? In other words, the curriculum needs to have a script that is developmentally appropriate, can be memorized, becomes an internal language, and then can translate into more automatic behavior.



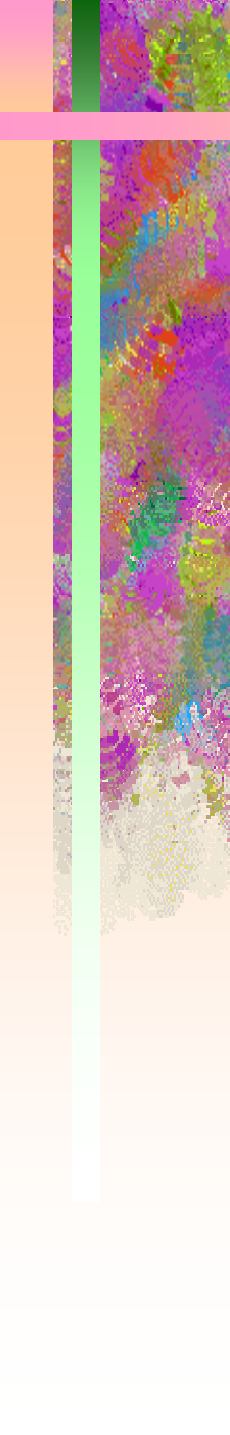
THE RESEARCH-BASED CHARACTERISTICS OF AN EFFECTIVE SOCIAL SKILLS PROGRAM

5. Are the social skills steps focused, developmentally appropriate, flexible and adaptable for student's individual language levels, cultures, maturational levels, and needs?
6. Can it provide a defined yet flexible sequence of social skills that are developmental in nature, that attend to the reality that some foundational skills must be mastered before more complex skills are taught, and that provides a realistic year-long organization to the teaching and implementation of needed social skills?
7. Does it employ an evidence-based teaching approach that integrates the teaching of the skill, the continued instruction or application of the skill in the classroom under more-realistic--yet controlled--situations, and the reinforcement or infusion of skill practice taking advantage of "teachable" moments?
8. Has it been factually demonstrated to be effective in controlled and independent studies in real schools and school situations?



THE RESEARCH-BASED CHARACTERISTICS OF AN EFFECTIVE SOCIAL SKILLS PROGRAM

9. Was it designed to use classroom teachers as the primary teachers of the social skills process?
10. Does it teach sensible skills that are needed by today's students, is sensitive to the developmental differences in the skills needed by children from preschool through at least middle school, and encourages the role-playing of the social skills taught during the teaching process using situations that actually occur for the students on an almost every day basis?
11. Can the social skills curriculum be applied to address behavior problems that are identified by teachers that occur in their classrooms on an almost every day basis?
12. Is there an evaluation component that can assess treatment and implementation integrity, as well as students' behavioral outcomes that indicate that the teaching process is having success and is generalizing and transferring to new situations?



ACCOUNTABILITY: ... in a Positive Behavioral Self- Management System (PBSS)

Need: A Grade- and Student-Level Accountability Matrix that—

- * Identifies specific behavioral expectations of students in classroom and school settings
- * Encourages positive responses, incentives, and rewards for students when they make good choices
- * Identifies specific inappropriate student behaviors along a continuum from annoying to dangerous
- * Connects meaningful negative or corrective responses, consequences, and needed interventions to this continuum

Developing the School-Wide Behavioral Matrix

Grade _____

Expected, Prosocial Behaviors



Positive Responses,
Incentives, Rewards

Inappropriate, Challenging Behaviors

Level I: Annoying Behavior



Corrective Responses

Level II: Disruptive/Interfering Behavior

Corrective Responses plus
Consequences

Level III: Persistent/Antisocial Behavior ***

Consequences plus
Interventions

Level IV: Severe/Dangerous Behavior ***

Administrative Response plus
Wrap-around Intervention

*** Functional Assessment/Strategic Intervention Here



Developing the School-Wide Behavioral Matrix

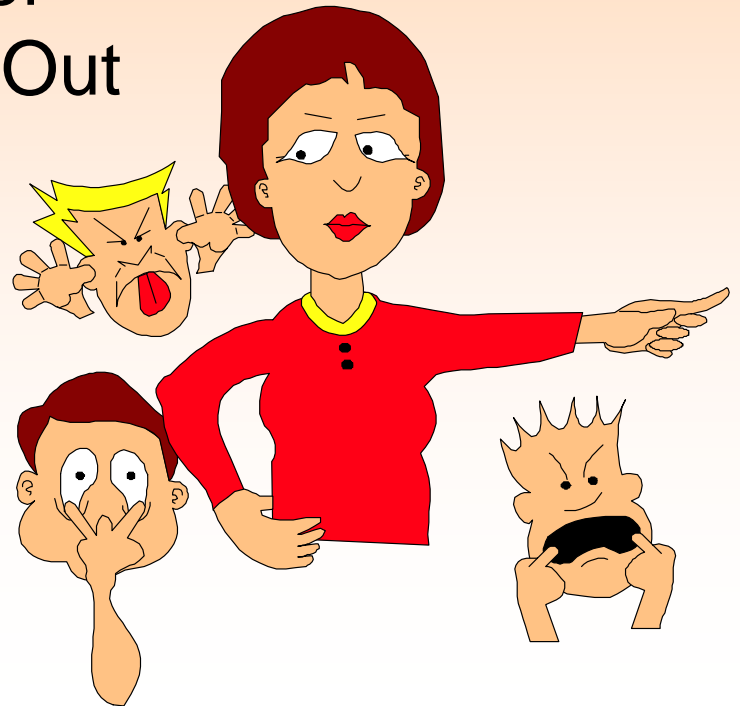
The Process of Development:

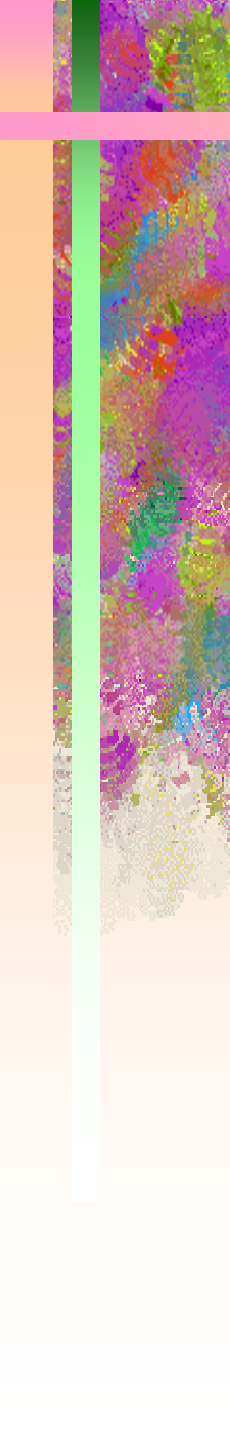
- Phase 1: Grade or Cluster Levels**
- Phase 2: Building Level Discipline Team**
- Phase 3: Grade Level Check-off
(Student and Parent Involvement)**

- Phase 4: Building Level Check-off**
- Phase 5: Faculty Adoption**
- Phase 6: School-wide Roll-out and
Implementation**

ACCOUNTABILITY: ... in a Positive Behavioral Self- Management System (PBSS)

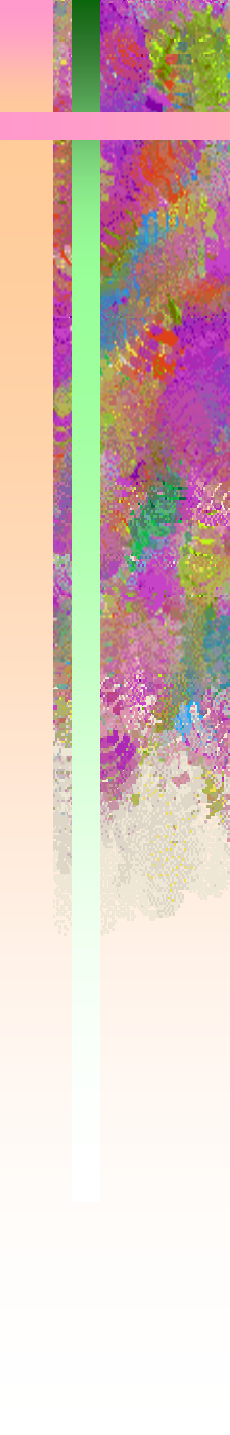
- * A Preventive, Educative “Disconnect,”
Disengagement, or
Momentary Time-Out
System





CONSISTENCY: **. . . in a Positive Behavioral Self- Management System (PBSS)**

- * Necessary Attitudes and Roles of the Teachers, Administrators, Parents, and Students
- * Necessary Teaching, Reinforcement, and Teaming Procedures and Activities
- * The Development of a School Policy and Procedures Handbook for Positive Student Behavior



Protocol for a School-Based, Special Situations Analysis

Setting-Specific Special Situation:

Examples: Cafeteria, Hallways, Recess, Buses

Analysis:

- I. Student Characteristics, Issues, and Factors
- II. Teacher/Staff Characteristics, Issues, and Factors
- III. Incentives and Consequences
- IV. Environmental Characteristics, Issues, and Factors: Physical Plant and Logistics
- V. Resources

Protocol for a School-Based, Special Situations Analysis

Peer-Specific Special Situation:

Examples: Teasing, Taunting, Bullying, Harassment, Fighting

Analysis:

- I. Student Characteristics: Do the Individual Students have the skills?
- II. Peer Group Characteristics: What does the peer group contribute to the situation?

Is the peer group willing to become part of the solution?
Does the peer group have the skills?
- III. Teacher/Staff Characteristics, Issues, and Factors
- IV. Incentives and Consequences
- V. Environmental Characteristics, Issues, and Factors:
Physical Plant and Logistics

VI. Resources/Resource Allocation and Deployment

The “Core” of the Positive Behavioral Self-Management System (PBSS)

Skill



Accountability

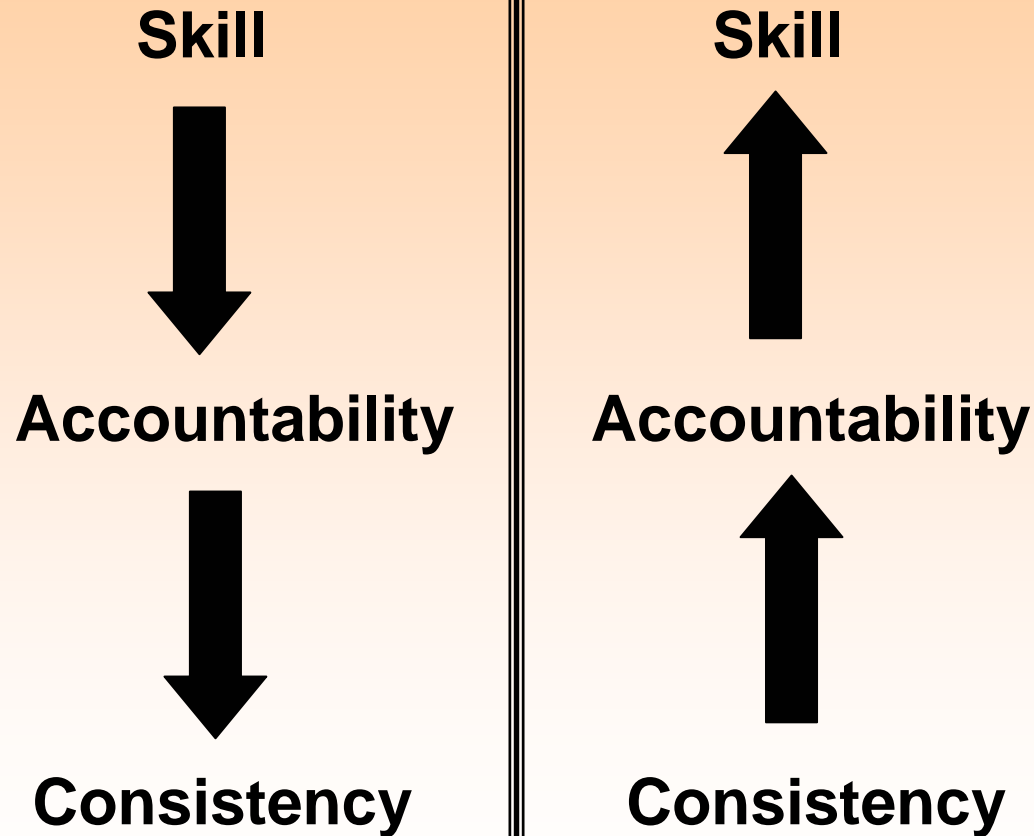


Consistency

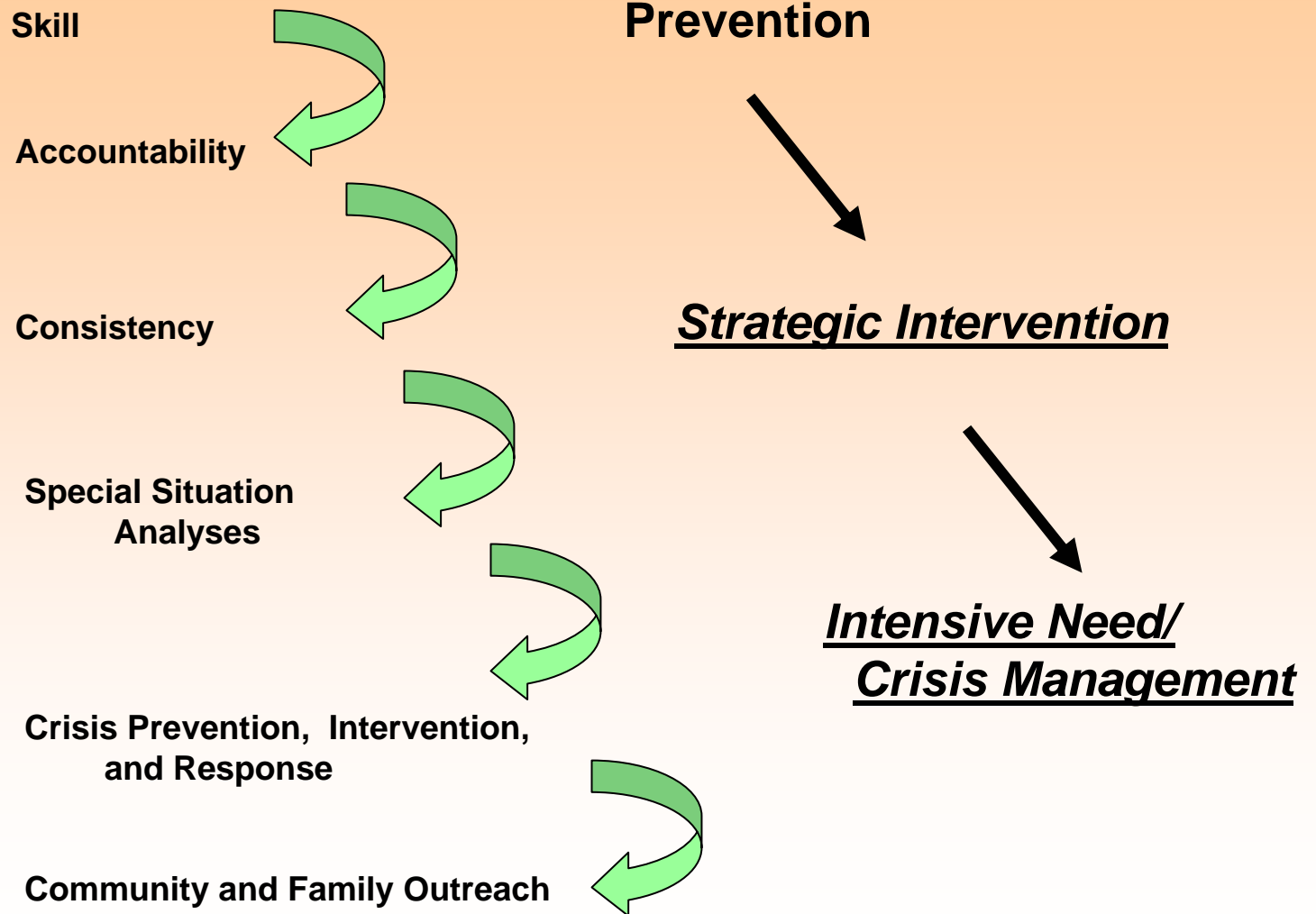


Special Situations

Interdependency within the “Core” of the Positive Behavioral Self-Management System




Project ACHIEVE's Positive Behavioral Self-Management System (PBSS)





The SPRINT Process:

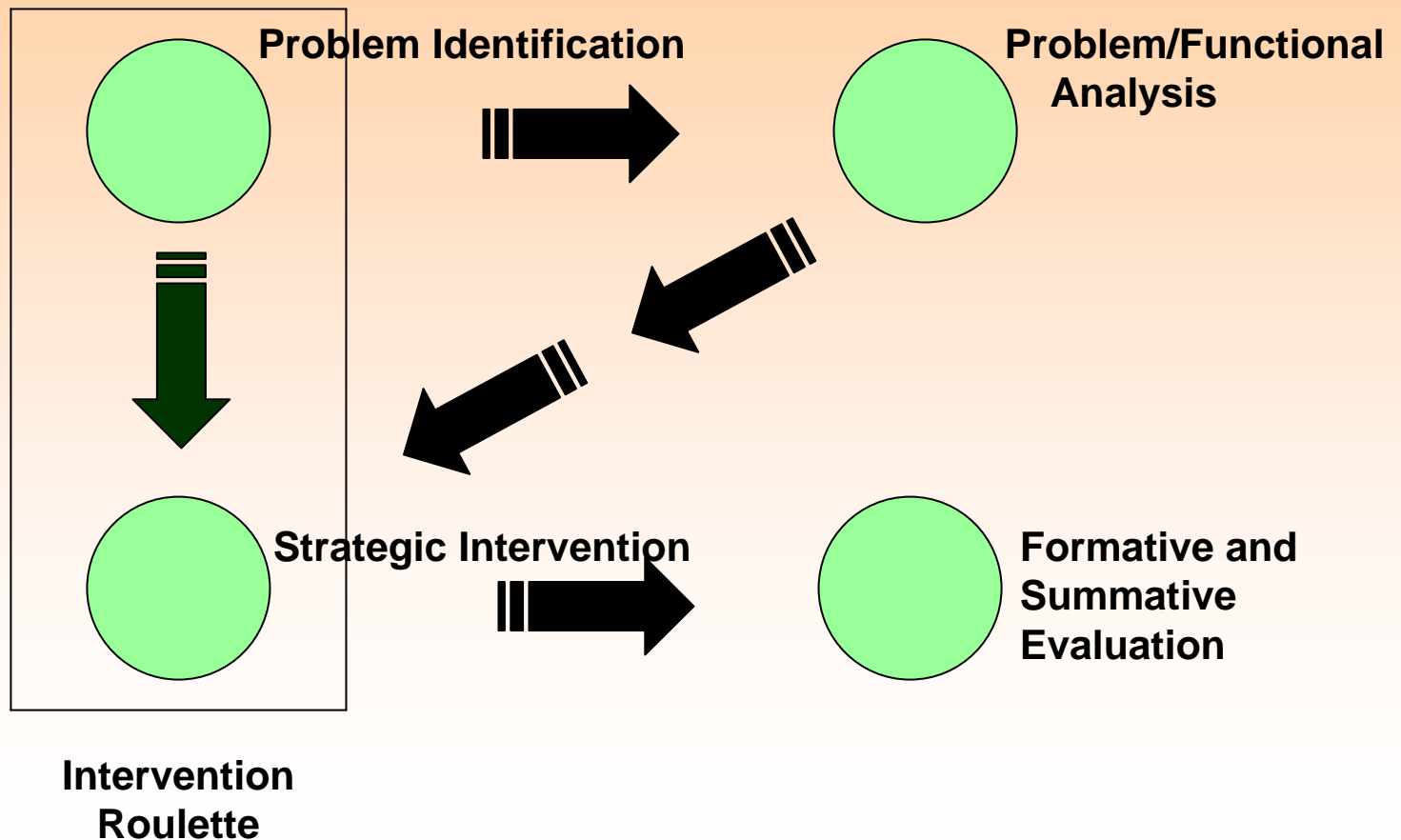
Data-Based, Functional Assessment
Linked to Strategic Intervention



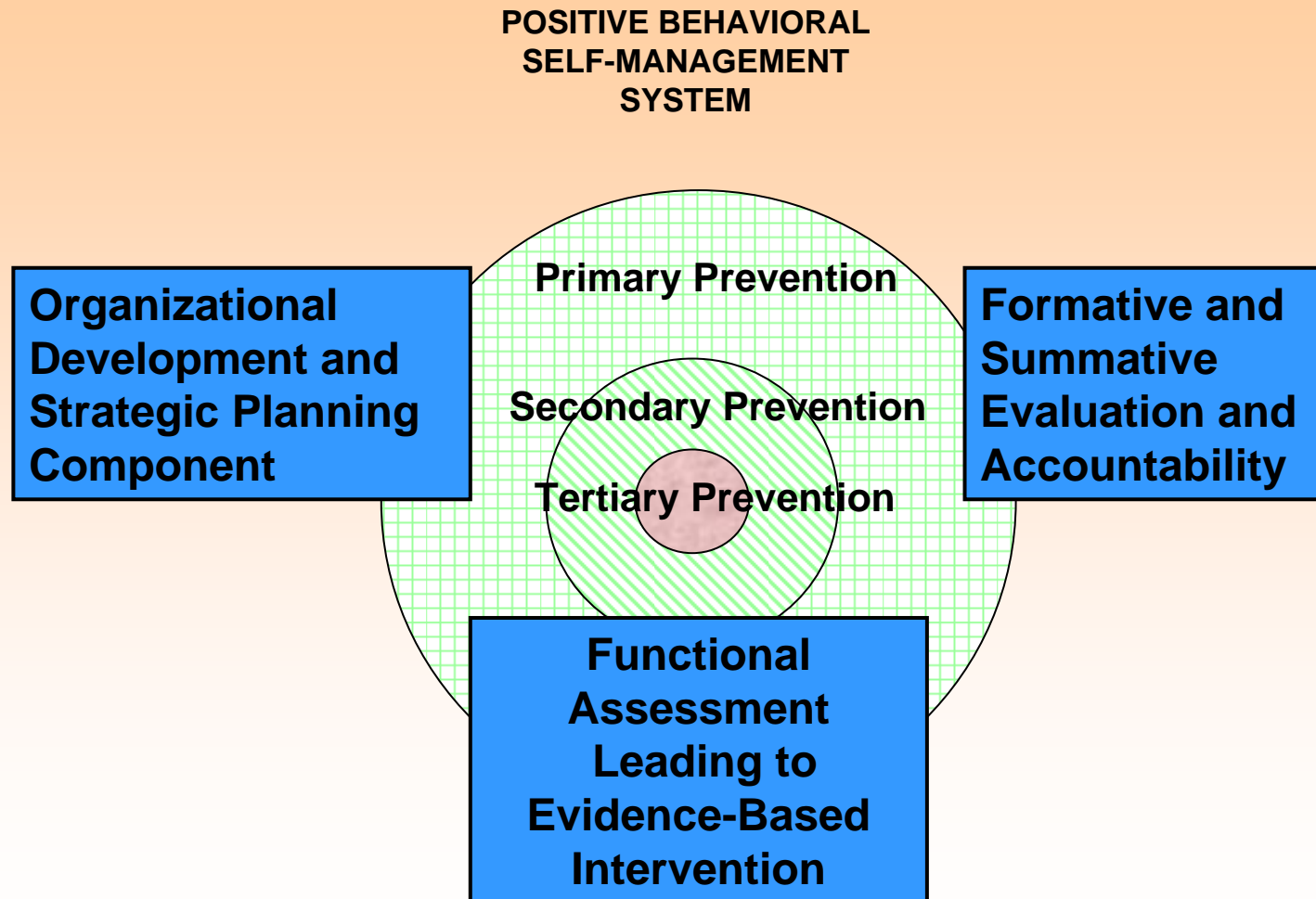
SPRINT:

- S** chool
- P** revention,
- R** eview, and
- IN** tervention
- T** eam

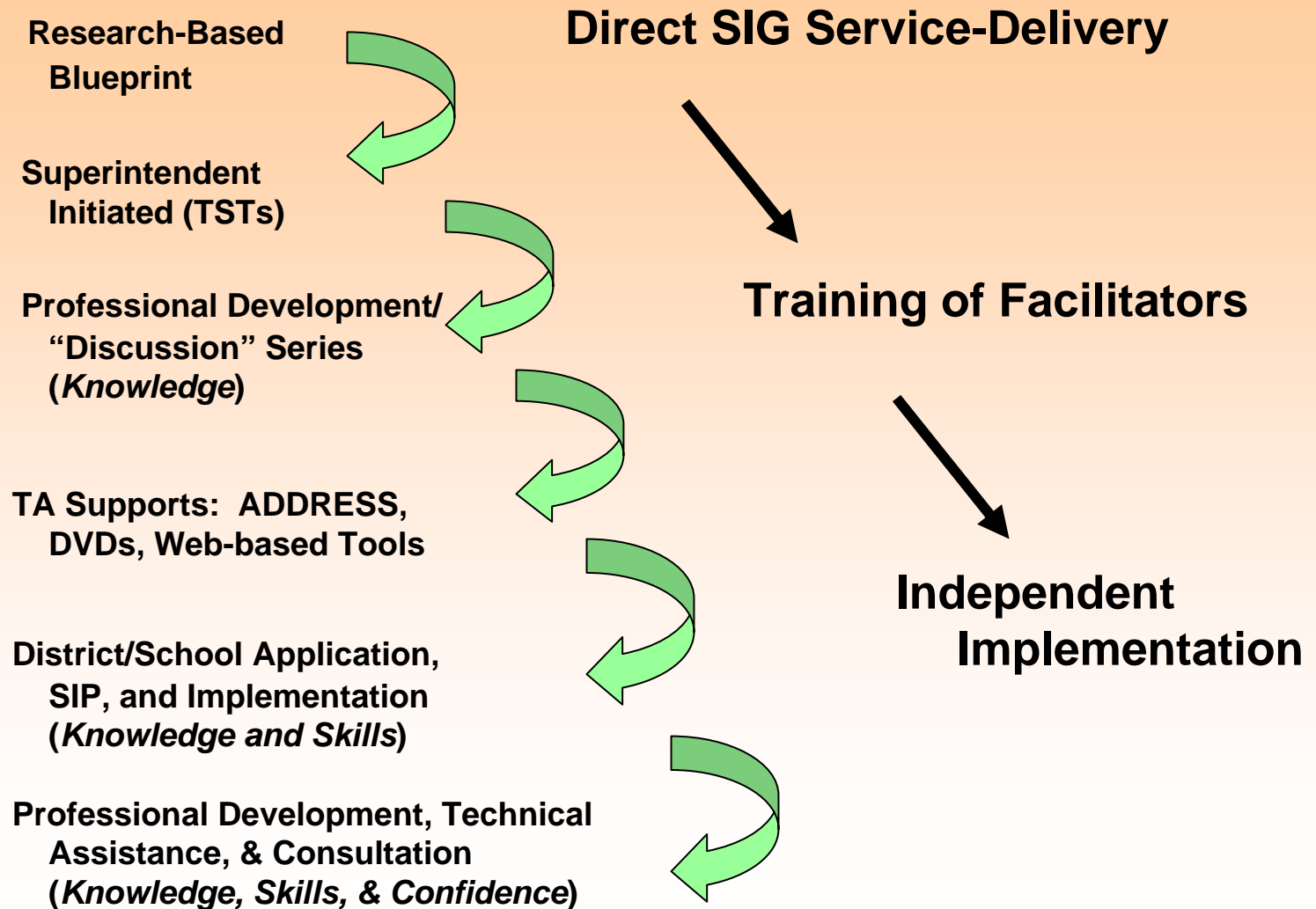
The Strategic Problem Solving Process



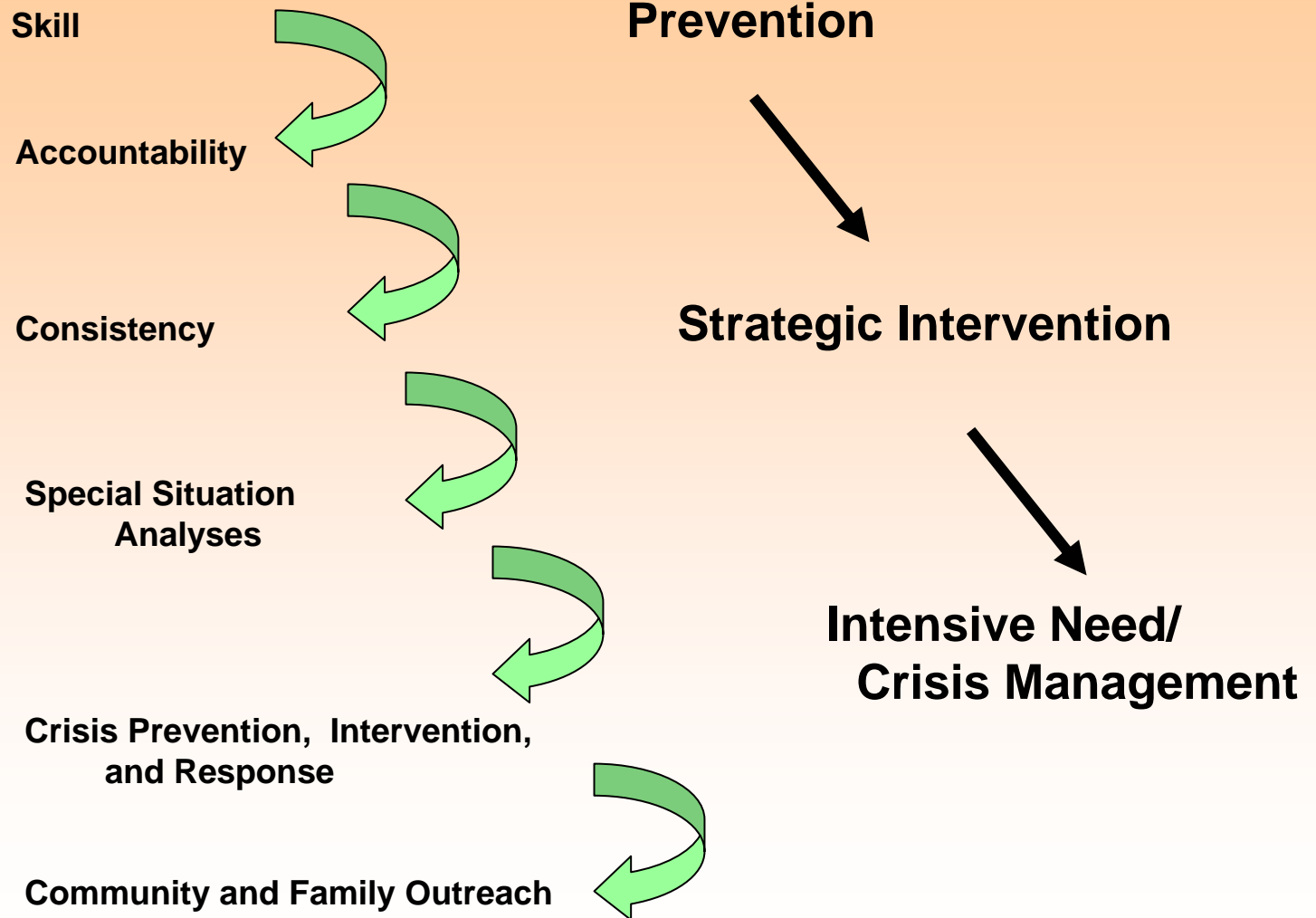
Context for Arkansas' Implementation of the Positive Behavioral Self-Management System



State-Level/SIG Implementation of the Positive Behavioral Self-Management System (PBSS)



Project ACHIEVE's Positive Behavioral Self-Management System (PBSS)





Superintendent Initiation:

The “Technical Support Team” (TST)

- District-level Administrators
- Building Principals
- Related Service Professionals
- Regular Education Teachers
- Special Education Teachers
- Instructional/Behavioral Specialists



The PBSS Professional Development/ “Lecture Series” (TSTs and Others)

**Presentation 1: Implementing the PBSS; Developing
the “Behavioral Matrix” and Accountability System**

Presentation 2: Establishing the SPRINT Team and Process

**Presentation 3: The ADDRESS and Designing Effective
Formative and Summative Evaluation Systems**

Presentation 4: The Stop & Think Social Skills Program

**Presentation 5: Strategic Planning, School Improvement
Plans, and End-of-the-Year Articulation Procedures
and Strategies**

Technical Assistance & Supports: “Content & Implementation Integrity”

Example 1: The ADDRESS: The Automated
Discipline Data, Review, and
Evaluation Software System

Example 2: The DVD Series 
The “Training of Facilitators”

Example 3: Web-based Supports:

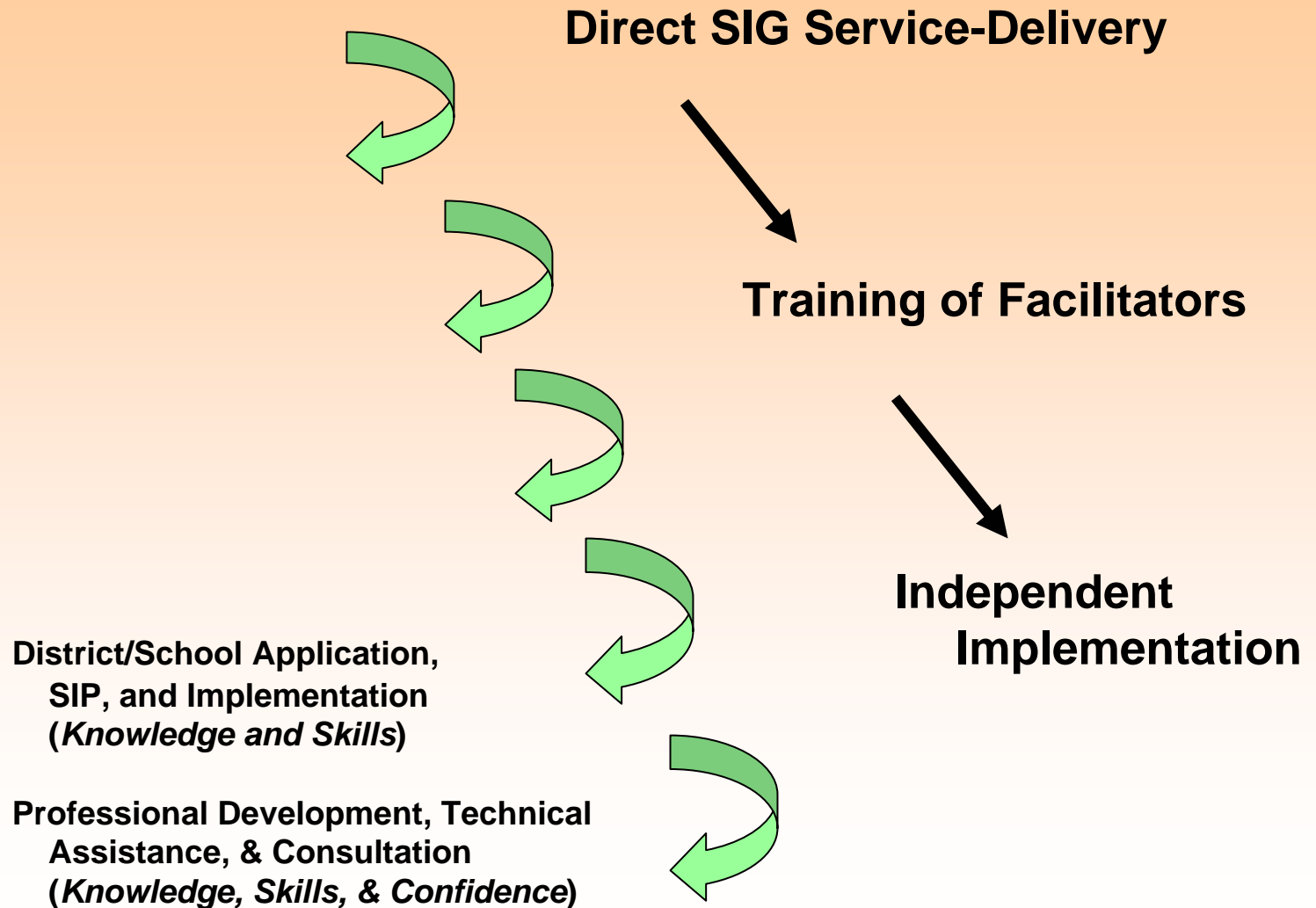
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Technical Assistance & Supports: “Content & Implementation Integrity”

The DVD Series:

- Tape 1: Seven Sure Solutions for Structuring School Success**
- Tape 2: PBSS: Blueprint and Building Readiness**
- Tape 3: PBSS: Skills, Accountability, Consistency, and Special Situations**
- Tape 4: The School Climate Team: Preparing for Social Skills and Developing the School-Wide Accountability Matrix**
- Tape 5: The Stop & Think Social Skills Program: Understanding the Language and “Skills and Scripts”**
- Tape 6: Teaching the Stop & Think Social Skills: The Social Skill Lesson**
- Tape 7: Improving Classroom Management: Infusing Social Skills into Effective Teaching Practices**
- Tape 8: The Stop & Think Calendar and Teaching Class/Building Routines**
- Tape 9: PBSS: The Educative Time-Out Process**
- Tape 10: PBSS: Preparing for a Successful School Year**
- Tape 11: The SPRINT Process: Successful Preparation and Implementation**
- Tape 12: The SPRINT Process: Data-Based Functional Assessment and Intervention**

State-Level/SIG Implementation of the Positive Behavioral Self-Management System (PBSS)





District/School PBSS Implementation

- Superintendent Initiated and Led
- District/School Organizational/
Motivational Readiness
- Built into District and School Strategic
Improvement Plans
- Integrates Technical Support Teams and
Facilitators
- PBSS Three-Year Implementation Process
- Ongoing Evaluation/Continuous Progress



Dr. Howard M. Knoff

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**For More Information About the:
Stop & Think Social Skills Program**

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Website: www.sopriswest.com

**For More Information About the:
Stop & Think Social Skills Parenting Program**

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