

Extending and Ensuring Effective Behavior Support in the After School Setting

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Introduction

- Program Specialist, Georgia's Tiered System of Supports, GaDOE Office of Whole Child
- Provides support for FDRESA, HGRESA, and OKRESA
- Associates of Science, Teacher Education, BS Middle Grades Education, M.Ed. Middle Grades Education, Ed.S. Educational Leadership
- Former middle school Algebra, Language Arts and Social Studies teacher in Houston & Glynn Counties
- Former District Coordinator in Glynn County (MTSS, PBIS, SST, Section 504)



Amy Yacobacci

Learning Targets

- Understand why and how a PBIS framework can be implemented in an after-school program
- Know key components for developing a PBIS framework
- Explore how routines/rules and procedures can be aligned to the existing school-wide expectations
- Learn research-based strategies for responding to student behavior
- Identify ways to communicate with and involve stakeholders

What is PBIS?

PBIS is an implementation framework for maximizing the selection and use of **evidence-based prevention and intervention practices** along a multi-tiered continuum that supports the **academic, behavioral and well-being** needs of all students.

Why PBIS?

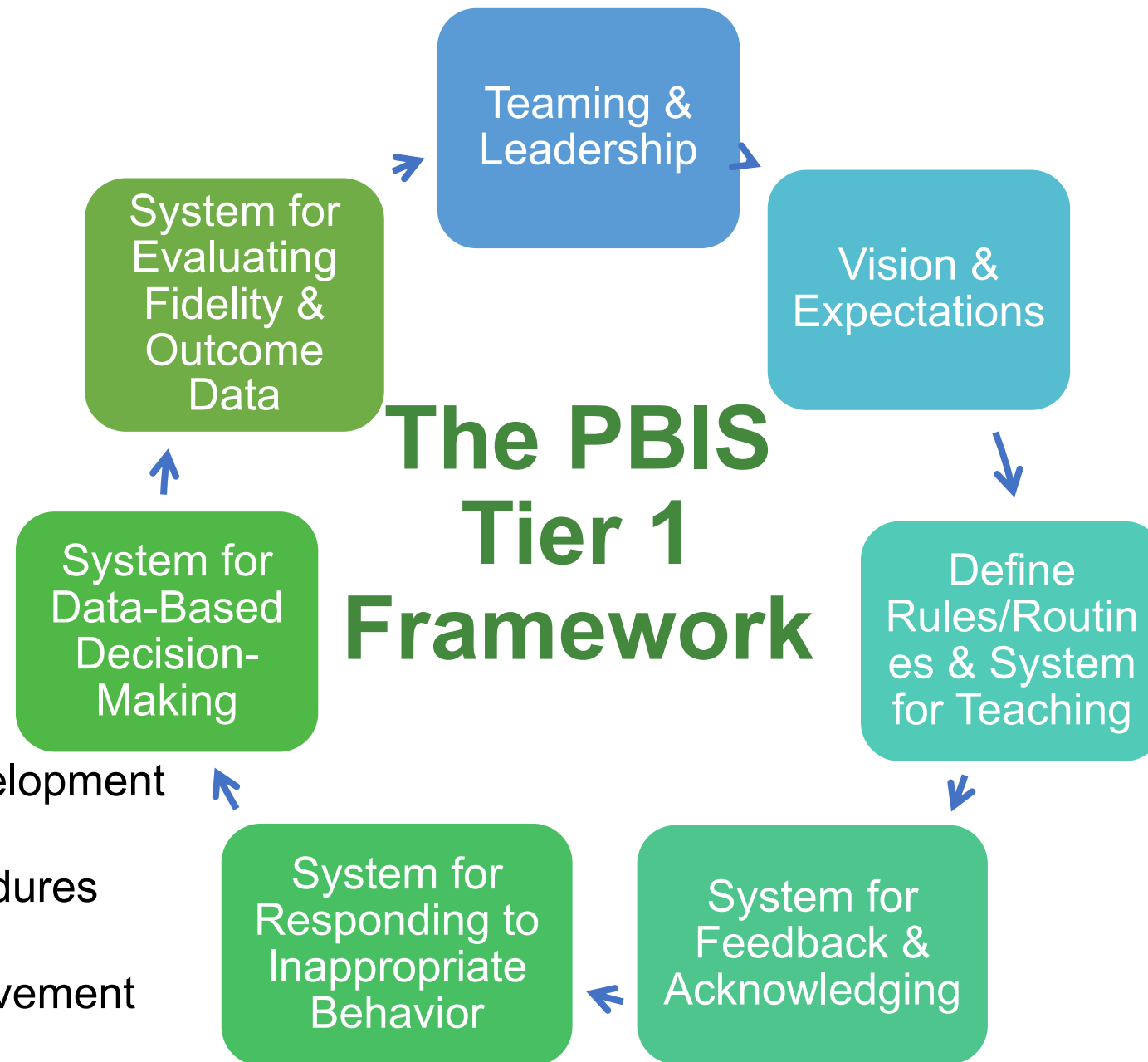
The fundamental purpose of school-wide PBIS is to make schools more effective learning environments.

Predictable

Consistent

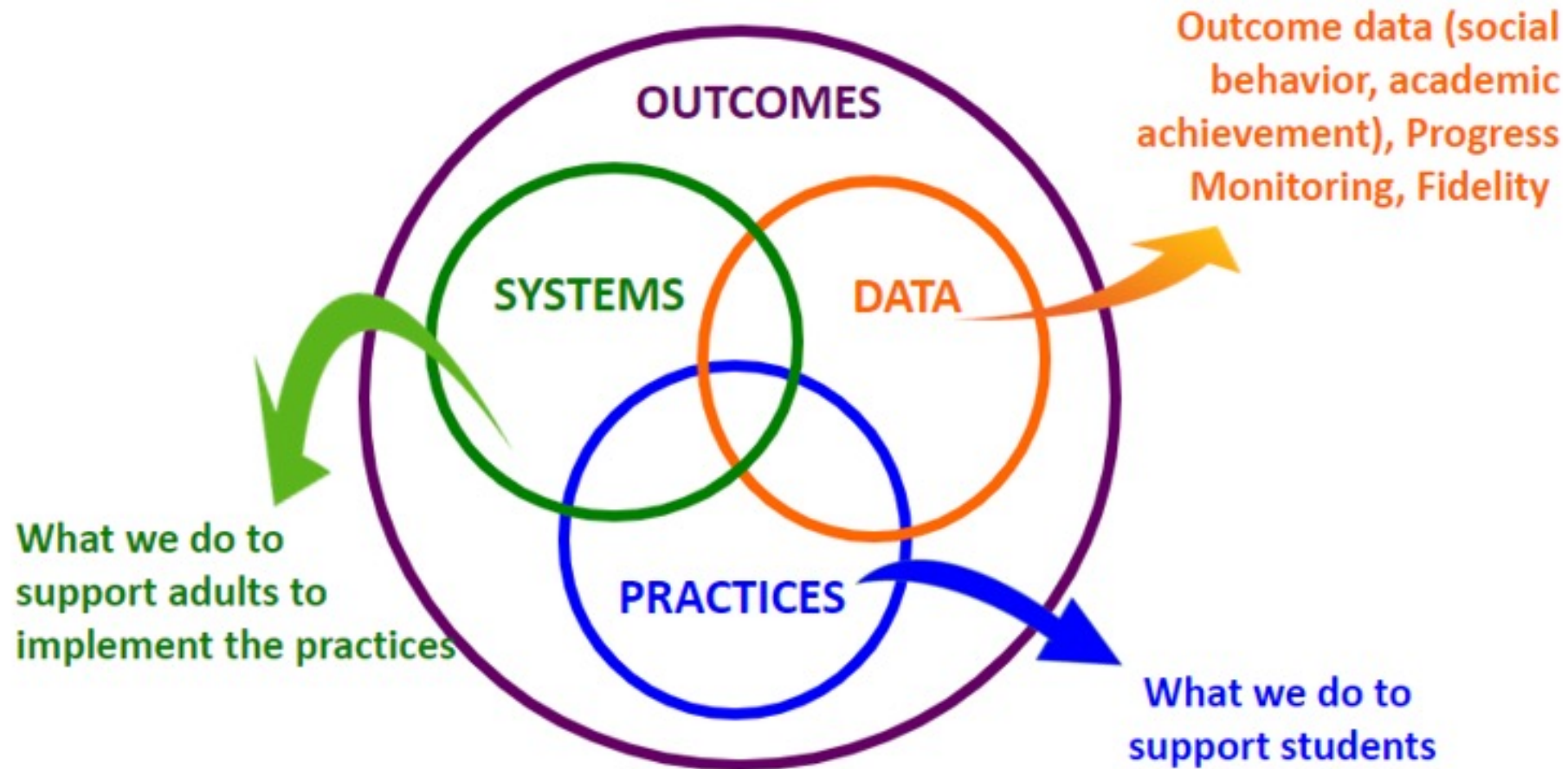
Positive

Safe



- Professional Development (TFI 1.7)
- Classroom Procedures (1.8)
- Stakeholder Involvement (TFI 1.10 & 1.11)

Social Competence & Academic Achievement



Teaming & Leadership



**If your school already
has an existing
PBIS Tier 1 team,
ask to join them!**

Vision & Expectations



Does your after-school program's mission align with the school's?

Define Rules/Routines & System for Teaching

Teaching Rules
“Telling is
NOT Teaching”

Connect to SW expectations

Provide explicit instruction

Model and practice often

Food for thought.....

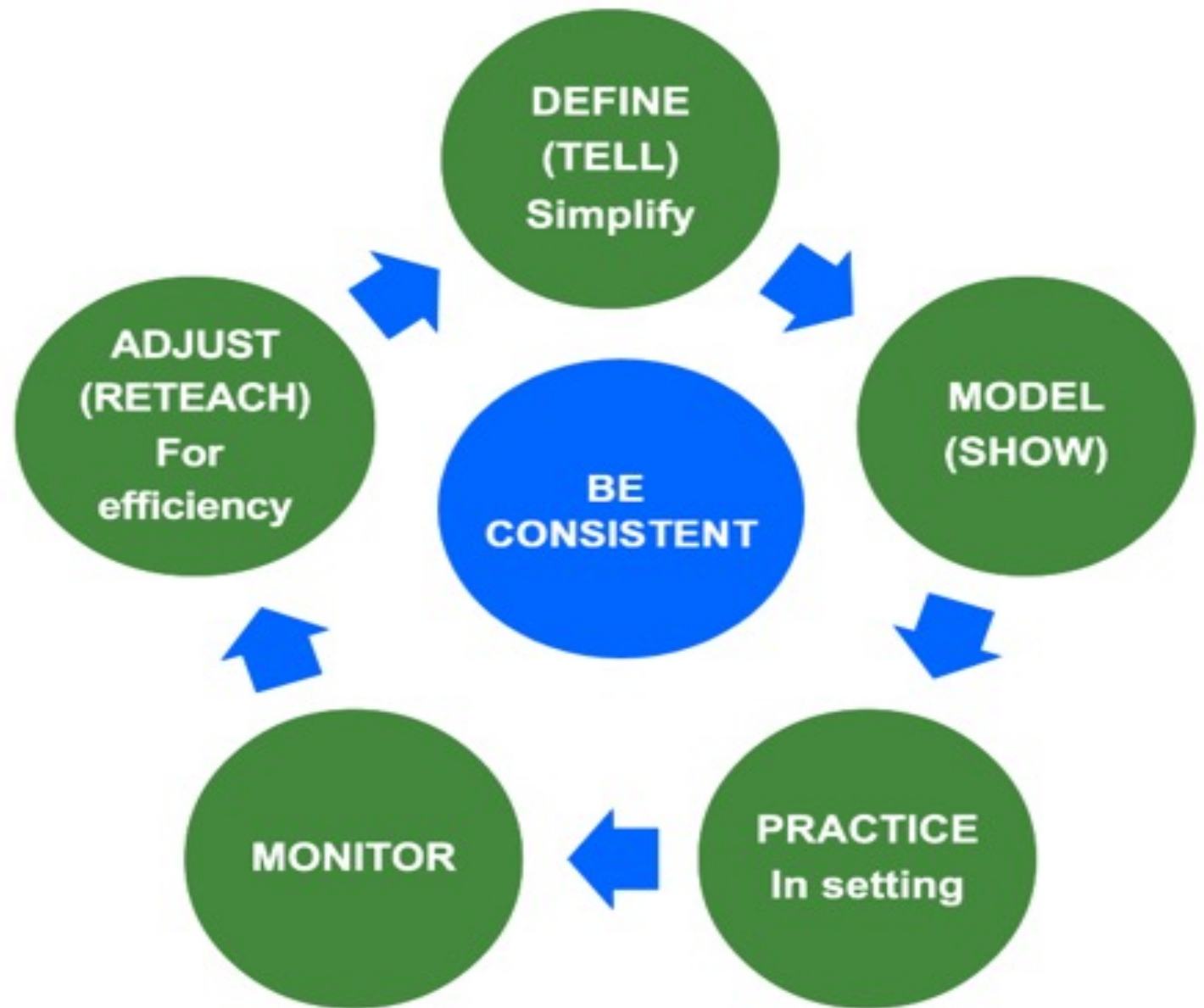
- If a child doesn't know how to read, we **teach**.
- If a child doesn't know how to swim, we **teach**.
- If a child doesn't know how to multiply, we **teach**.
- If a child doesn't know how to drive, we **teach**.
- If a child doesn't know how to behave, we...**teach?**
Punish?

Why can't we finish the last sentence as automatically as we do the others?

John Herner (NASDE President) Counterpoint 1998, page 2



Teaching Academics & Behavior



Guidance for Teaching Expectations & Rules



Focus on what you want students to do “instead” (replacement behaviors).



Look for patterns of behavior that suggest “functional relationships”.

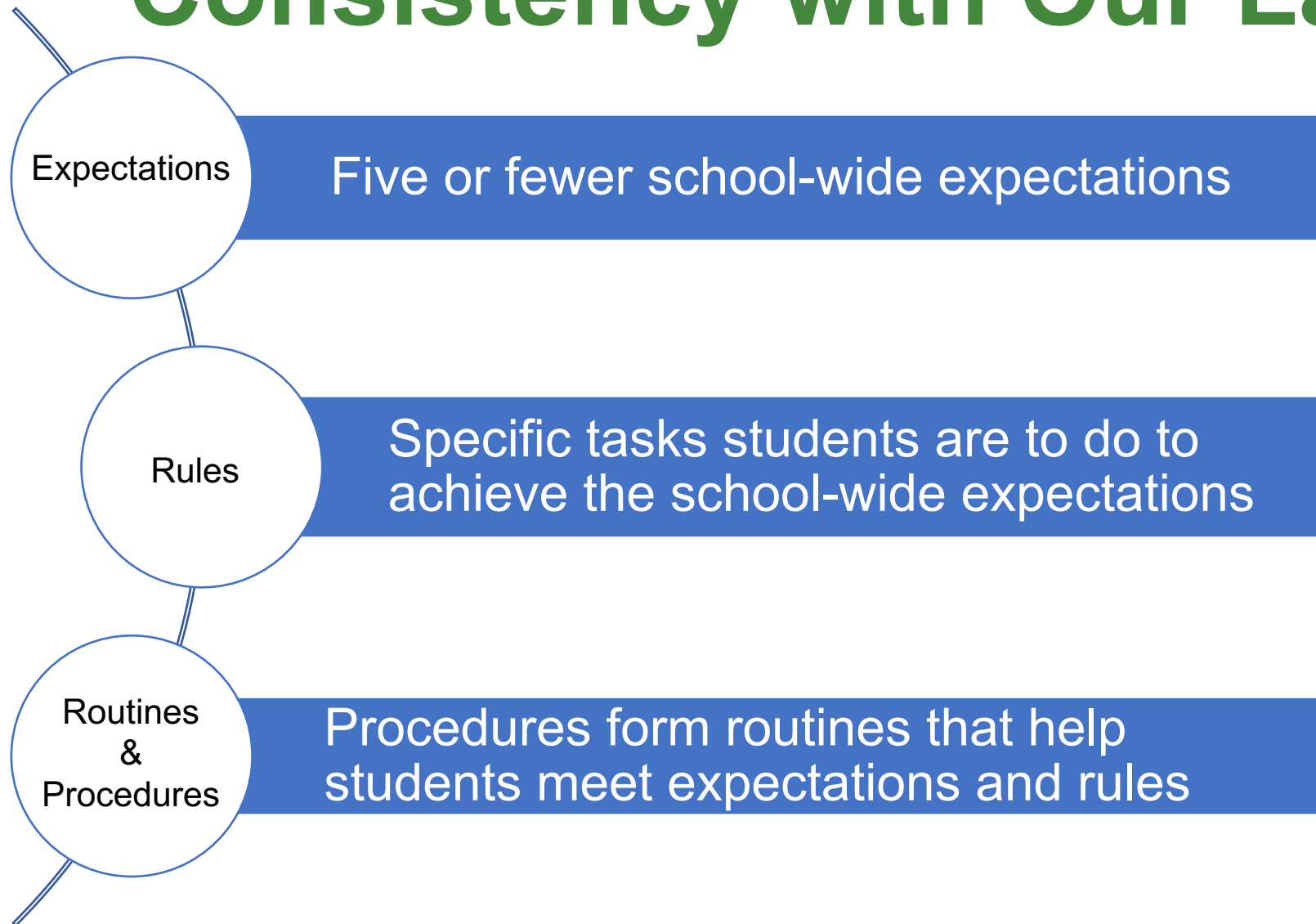


Teach replacement behavior and provide multiple opportunities to practice.



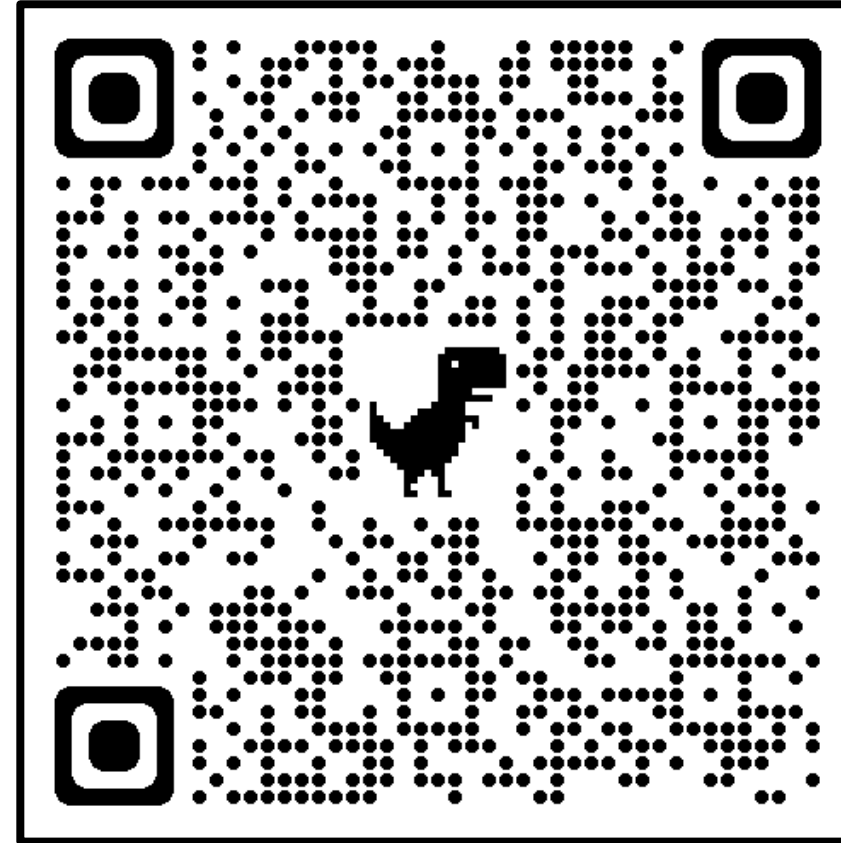
Deliver high rates of positive feedback when students display replacement behavior.

Consistency with Our Language



Let's Explore!

1. Scan the QR code
2. Review the resources
3. Think about how you could create something similar in your school and share with a partner



[Golden Isles Elementary](#)



Three Guidelines for Developing Rules

| Guidelines | This Means | Example | Non-Example |
|---------------------------|-----------------------------|-------------------------------------|-------------------|
| M easurable | I can count it | Bring materials | Be ready to learn |
| O bservable | I can see it | Raise hand and wait to be called on | Be your best |
| P ositively Stated | I teach students what TO do | Keep hands and feet to self | No fighting |

Let's Practice!

Use the blank copy to brainstorm ideas to develop a matrix to teach behavior expectations for your program.

| | Arrival & Dismissal Procedures | Homework Time | Playground | Gym | Computer Lab | When I Need Help |
|-------------|--------------------------------|---------------|------------|-----|--------------|------------------|
| Respectful | | | | | | |
| Responsible | | | | | | |
| Safe | | | | | | |

System for Feedback & Acknowledgment

Does your school have an acknowledgment system already in place?



Definition

Positive acknowledgement is the presentation of something reinforcing or rewarding immediately following a behavior.

It can be verbal,

or

It can be verbal and tangible.

**Describe a time
when you were
acknowledged.**

Thank you for taking
the time to attend the
meeting for my child.
It showed how much
you care about his
success.

Appreciated

**How did it
make you feel?**

What does Behavior Specific Feedback look like?

Address by
Name

Describe the
BEHAVIOR

Use Words of
APPROVAL

Connect Back to
EXPECTATIONS



Research indicates that you can improve behavior by 80% just by pointing out what someone is doing correctly.

~Dr. Laura Riffel
www.behaviordocor.org



The Classroom
Check-Up

Support and
Training in Effective
Classroom Management

<https://www.classroomcheckup.org/using-behavior-specific-praise/>



Goal Setting: Using Behavior-specific Praise

Now that you have a time of day that you can "catch" students being on track, set a goal for the number of students you will "catch" using praise statements.

Goal: _____, I will catch _____ % of students during _____ expected behavior(s).

| Behaviors to "catch" | Behavior-specific praise |
|----------------------|--------------------------|
| Behavior 1: _____ | _____ |
| Behavior 2: _____ | _____ |
| Behavior 3: _____ | _____ |

Simple Data (1)

Did I meet my goal? Yes No

If YES, what went well?

How will I meet the goal next time?

Strategy Tool: Using Behavior-specific Praise
Catching Students Being Good

Begin by thinking of a time you feel is the most challenging to keep student behaviors on track. This will help you envision the types of behaviors you would like to see fewer of while also determining which behaviors you want to see more of in your classroom at that time.
(e.g., first 20 minutes after lunch during written expression time)

Write in the time when you are most likely to see problem behaviors

Next, identify one to three behaviors that you find to be disruptive to the classroom during this time of day (e.g., talking among peers, calling out during instruction). These are behaviors you would like to see reduced.

Write in the behaviors you would like to see LESS of in your classroom

Behavior 1: _____

Behavior 2: _____

Behavior 3: _____

Next, identify the behaviors you want to see more of in your classroom. These behaviors should be the opposite or replacement behaviors for those you just identified.

For instance, if you said you would like to see fewer students wandering around the classroom, then you might jot down that you want to see students working quietly at their desks. The opposite of wandering around might also be seeing students enter the classroom and go quickly to their assigned seats to begin work.

Write in the behaviors you would like to see MORE of in your classroom

Behavior 1: _____

Behavior 2: _____

Behavior 3: _____



Other Examples for Later: Building Connections w/Behavior Specific Praise



<https://www.youtube.com/watch?v=0aA81U49Lcw>



<https://www.youtube.com/watch?v=0dcQuyK5Pqg>



<https://www.youtube.com/watch?v=Q3wpviS5gaQ>



Classroom Conversations



Behavior Specific Praise:

The Power of Pointing out the Positive

Featuring



Steven Charity Fayette County Schools
& Ellen Greer Bartow County Schools



Click [HERE](#) to
checkout this
excellent
podcast!

System for Responding to Inappropriate Behavior

How will the adults respond when students engage in undesired behavior?

It's important to have a plan **BEFORE** the behavior occurs!



Steps to Specific & Contingent Error Correction

1. • Respectfully address student
2. • Describe inappropriate behavior
3. • Describe expected behavior/rule
4. • Link to expectation on matrix
5. • Redirect back to appropriate behavior by ending with encouragement

Error Correction Example

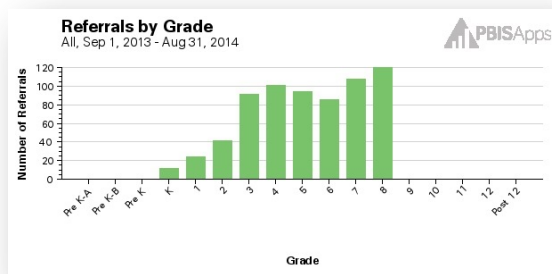
Adult Response to Student (Privately and with sincere tone of voice):

“Joe, I say that you were talking to your neighbor during homework time.

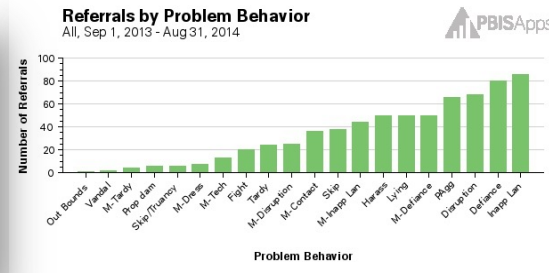
The expectation during homework time is work independently and focus on your own work, which is doing your best.

Go ahead and start on your homework again, and I’ll stop by to catch you doing your best.”

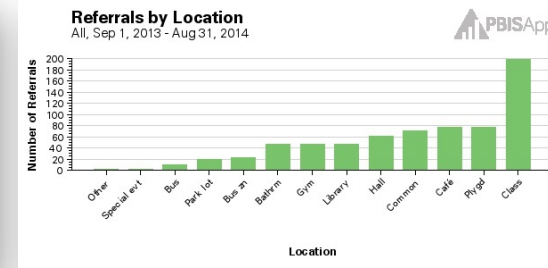
System for Data-Based Decision-Making



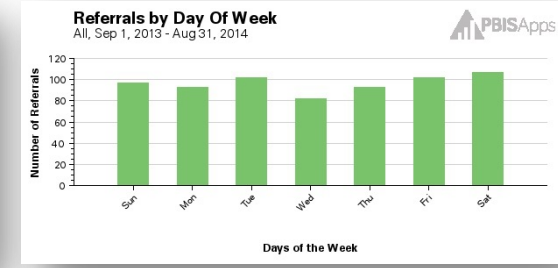
Grade



Problem Behavior



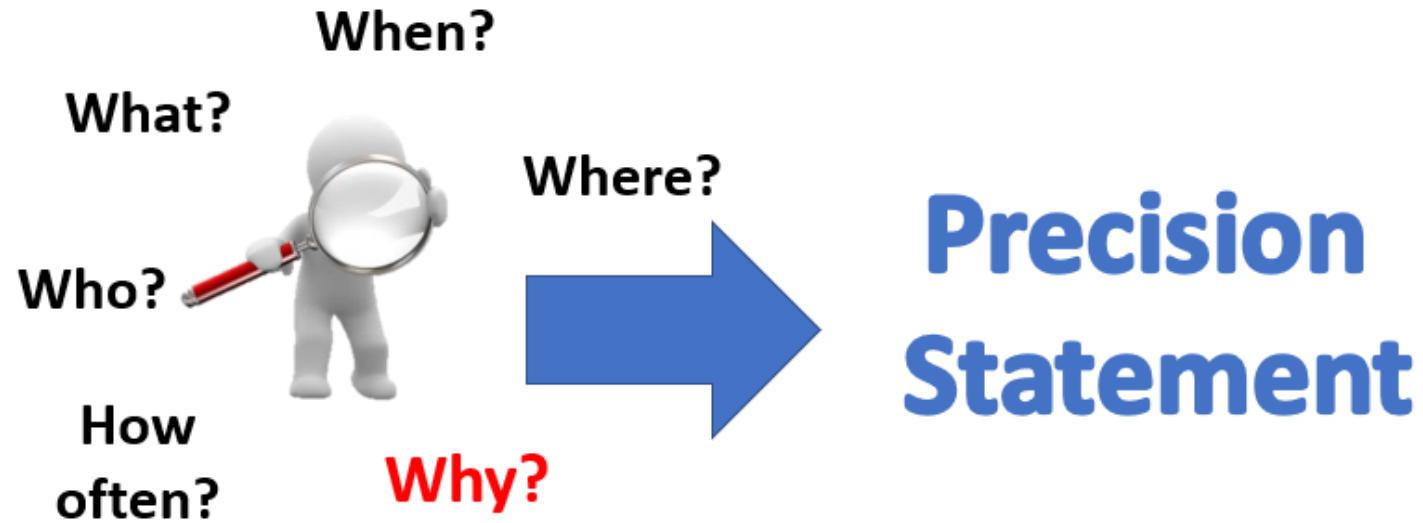
Location



Days of the Week

Does your after-school program collect data on behavior referrals?

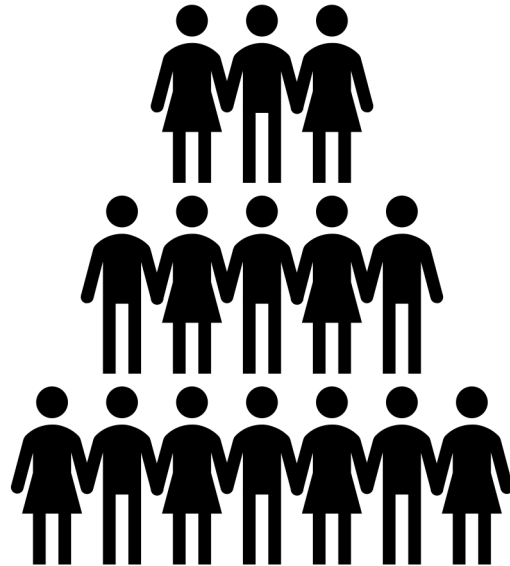
Data Based Decision Making



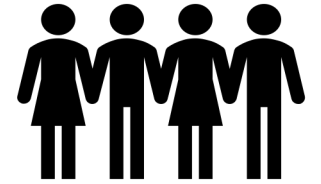
| Obtain | Avoid |
|---|---|
| <ul style="list-style-type: none">• Attention (adults or peers)• Tangible (items, activities, sensory) | <ul style="list-style-type: none">• Attention (adults or peers)• Tangible (items, activities, sensory) |

Tier 1 Response

MANY



FEW



If many students are making the same mistake, we change the environment and/or the adult response.



Set a Goal

Referrals for physical aggression on the playground during first grade recess will be reduced by 50% by the end of the month.

What are we going to do?

Solutions

Prevention

Set the environment up for success

Teaching

Teach desired behavior

Recognition

Recognize desired behavior

Solution Development Action Plan

| Solution Components | What are the Action Steps? | Who is Responsible? | By When? | How will Fidelity be Measured? | Notes/Updates |
|---------------------|----------------------------|--|---------------------------------------|--------------------------------|------------------------|
| Prevention | | | | | |
| Teaching | | | | | |
| Recognition | | | | | |
| | What data will we look at? | Who is responsible for gathering the data? | When/How often will data be gathered? | Where will data be shared? | Who will see the data? |
| Data Collection | | | | | |

System for Evaluating Fidelity & Outcome Data



How do you currently
measure the
effectiveness of your
after-school program?

Develop an Action Plan

- Join forces with existing PBIS Tier 1 Team
- Develop matrix to teach behavior expectations specific to after-school program – align with existing SW expectations
- Write lesson plans and establish ongoing teaching schedule
- Determine how behavioral data will be collected & monitored
- Provide PL for program staff on matrix and strategies for responding to student behavior
- Involve all stakeholders (students, parents, community, etc.)

Questions?

