A Pocketful of Cricket

REBECCA CAUDILL
illustrated by EVALINE NESS
Setting:

Jay was a six year old farm boy who lives next to a small town.

Today is the first day of school.
The bell rang. Teacher began talking to the children. The children listened. The room was very quiet.

“Chee!” fiddled Cricket.

The children turned in their seats. They giggled. Teacher stopped talking. She looked about the room. “Does someone have a cricket in this room?” she asked. No one answered.

Teacher began talking again. “Chee! Chee!” fiddled the Cricket.
Teacher left the front of the room. She walked up and down between the rows of desks. As she walked she talked to the children. She talked, she listened. She reached Jay’s desk. “Chee! Chee!” fiddled the Cricket. “Jay, “ Teacher asked, “Do you have that cricket?” Jay swallowed hard. He nodded his head.

“You’d better put it outside,” said Teacher. “It’s disturbing the class.”

Jay sat very still. He looked at his desk.

“Jay, “ said Teacher, “aren’t you going to put the cricket outside?” Jay shook his head [no].
“Why not?” asked Teacher.
“I couldn’t find him again,” said Jay.
“Put him outside anyway,” said Teacher. She waited.
Jay swallowed hard. He glanced up at the Teacher.
Then he looked at his desk again.

What would you do as the Teacher?
What is PBS?

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"Creating the Culture of Positive Behavior Supports "
What is PBS?

1) Build Relationships
2) Teach Expectations
3) Reinforce Good Behavior
4) Use Interventions Based on Data

Primary Prevention: For All Students

~80% of Students

~15%

Secondary Prevention: for Students with At-Risk Behavior

Tertiary Prevention: for Students with High-Risk Behavior

~5%
PBS Approach to Supporting Students

a) Goal Identification  
b) Information Gathering  
c) Pattern Analysis  
d) Support Plan Design & Implementation  
e) Monitoring & Evaluation

Functional Assessment of Behavior

Identify Exact Variables

- Student(s)
- Circumstance (when, where, with whom)
- Immediate Events (Start an activity, Something is Said)
- Distant Events (Things at home or at Lunch)
- Outcomes of Behavior (attention, avoid work)
How do I make this all work?
It’s what teachers already know.
--Elementary Teacher David Boren
"Leadership is all about people. It is not about organizations. It is not about plans. It is not about strategies. It is all about people--motivating people to get the job done. You have to be people-centered."

--Colin Powell
What does it mean to be ‘people-centered’?

Talk to 3 people immediately surrounding you about how you might act with students if you are ‘people-centered’

• Take 1-2 minutes
What it boils down to:

• Valuing others
• Extending self
• Communicating
This kid is driving me bananas!

Think of the student you would most like to exhibit better behavior,
Valuing Others

Recognizing the intrinsic worth of each individual

- a) Look for strengths
- b) Find common ground
- c) Show respect
  - a) Come to eye level.
- d) Value person’s expertise/point of view
- e) More positive than negative interactions-8:1 ratio
- f) Praise
Praise isn’t a 4-letter word!

- **General**
  - Tied to what a student does, in general.
  - “Awesome job!”

- **Specific**
  - Tied to what a student does, specifically
  - “You remembered you had to regroup the tens place in that problem. Awesome!”

Both types build your relationship, add to your positive ratio, and create a positive atmosphere.
Valuing Others

Keeping your student in mind, jot down:

• 3 strengths
  • An area of the student’s interest
  • A specific praise statement you could sincerely give
Extending Self

*Giving of oneself in reaching out to others*

a) Take time—invest a quantity of quality time
b) Apply effort & sincere interest
c) Consistency
d) Trust
e) Collaboration & two-way reciprocity
f) Example
   a) Share appropriate personal illustrations
g) Look for small evidences of progress
Brainstorm ideas for extending yourself to your particular student in
- 10 seconds
- 1 minute
- More extensively
- Share with 2 others nearby
Relationship builders:

- **10-second:**
  - Greet upon arrival
  - Smile
  - Compliment
  - Brief specific praise

- **1-Minute**
  - Ask about interest
  - Entrust with a task

- **More extensive**
  - Ask about and listen to ideas
  - Lunch with
  - Attend event
Communicating

Positive, clear expression and listening with understanding through verbal and non-verbal interactions between two or more people

Uses verbal, and non-verbal, physical cues;

a) Tone of voice—calm
b) Positive facial expression
c) Verbally, don’t talk down
d) Match words, tone, expression & body language
e) Listen
f) Have empathy
g) Apologize when appropriate
Building relationships with my students really does make a difference. --

Michele Thompson, Sp Ed Teacher
Your plan

I value these strengths in my student:

______________________________.

I will extend myself with a sincere interest in

____________________________ and spend time communicating these things by

______________________________.
Ideas for your Toolbox
Classroom interventions contain multiple strategies to:

(a) prevent problems by modifying circumstances

(b) provide consequences to reward positive behavior

(c) teach skills to replace the problem behavior

## Classroom Environment

<table>
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<tr>
<th>Boundaries</th>
<th>High Expectations</th>
<th>Goals for students</th>
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<tbody>
<tr>
<td>Explicit boundaries</td>
<td>Rules</td>
<td>Communicate boundaries to students</td>
</tr>
<tr>
<td>Teach and reinforce</td>
<td></td>
<td>Examples of following and not following rules</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consistently reinforce for appropriate behavior</td>
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</tbody>
</table>
## Classroom Environment

<table>
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<tr>
<th>Student Support</th>
<th>Relationships</th>
<th>Trust and Respect</th>
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<tr>
<td>Praise</td>
<td>Monitor Student Behavior</td>
<td>Emphasis on Positive Support and Frequent Feedback</td>
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Essential Behavior & Classroom Management Practices

• Begin with clear explanations of outcome/objective

• Actively supervise at all times

• Manage minor (low intensity/frequency) problem behaviors positively & quickly

Clear Explanations

- Supply advanced organizer
- Create reference point for assessment
Actively Supervise

• Move around the room
• Scan constantly
• Interact often
• Reinforce rule following
Minor Problem Behaviors

- Signal occurrence
- State correct response
- Ask student to restate/show
- Disengage quickly and early
Praise Notes

- Long term
- Motivational
- Inform parents
Praise Notes

• How often do you give written praise?

• How could you improve?

• Create a goal for improvement.
# Classroom Environment

<table>
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<th>Educational Commitment</th>
<th>Effective Instruction</th>
<th>Tailored to meet student needs</th>
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<tr>
<td>Time Management</td>
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<td>Teacher and student time dedicated to instruction and learning</td>
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Effective Instruction

- Name and describe
- Rationale
- Model
- Practice
- Feedback and praise
- Future practice
Effective Instruction

• As you think about your daily classroom experience, what behaviors trouble you?

• What social skills would improve your students’ ability to function?

• What time during the day could you teach social skills?
Wrap-Up

How would you handle Jay?
“You could find another cricket, couldn't you?” asked Teacher. Jay shook his head. “It wouldn’t be this one,” he said.

Jay looked up at Teacher. “Jay,” said Teacher, “is this cricket your friend?” Jay nodded his head.

“I see, “ said Teacher. “Boys and girls everyday in the first grade we have what we call ‘Show and Tell.’”
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