Using the Positive Behavior Support Framework to Foster a Nurturing Pedagogy

K. Richard Young, Lynnette Christensen, Drew Daniels, Mike Larsen, & Colleen Densley
BYU-Public School Partnership
Our Fading Civility

“Civility carries with it the essence of courtesy, politeness, and consideration for others. All of the education and accomplishments in the world will not count for much unless they are accompanied by marks of gentility, of respect for others, of going the extra mile.”

Gordon B. Hinckley

*Standing For Something*
Classrooms Today

Classrooms have become more culturally and behaviorally diverse, as children with all types of backgrounds, languages, and areas of risk are educated together.

(O’Shaughnessy, Lane, Gresham, & Beebe-Frankenberger, 2002)
Classrooms Today

It is estimated that up to 30% of students in general education classrooms may have social emotional problems that limit their ability to fully engage in the learning process.

(Adelman & Taylor, 2005)
Cycle of Punishment

- Communicates only what student SHOULD NOT DO.
- Does not teach what TO DO.
- Provides only short-term suppression of inappropriate behavior.
- Teaches the student to behave negatively
- Sets stage for violence, vandalism, & escape.
- Never addresses real problems.
“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 behave, we…

John Herner (NASDSE President) Counterpoint 1998, p.2
# Teaching vs. Punishing

<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>TEACHING</th>
<th>PUNISHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Train for correction and maturity, leading to self-discipline</td>
<td>Stop behavior by inflicting penalty or pain</td>
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<table>
<thead>
<tr>
<th>FOCUS in TIME</th>
<th>TEACHING</th>
<th>PUNISHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future correct deeds</td>
<td>Past incorrect behavior</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ATTITUDE of ADULT</th>
<th>TEACHING</th>
<th>PUNISHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Love &amp; concern for individual's success &amp; happiness</td>
<td>Hostility, frustration, physical tension &amp; stress</td>
<td></td>
</tr>
<tr>
<td>Adult remains calm and relaxed</td>
<td>Adult feels avenged</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EMOTIONS in CHILD</th>
<th>TEACHING</th>
<th>PUNISHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive self-image, self-worth, value, &amp; self-confidence</td>
<td>Fear, guilt, stupidity, anger</td>
<td></td>
</tr>
<tr>
<td>Inferiority, hostility</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DEFINITION</th>
<th>TEACHING</th>
<th>PUNISHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takes form of teaching</td>
<td>Infliction of unpleasant or painful penalties</td>
<td></td>
</tr>
</tbody>
</table>
“None of us needs someone who only points out our areas of weakness and the ways in which we have fallen short. We need someone who encourages us to go forward, to try again, to reach a little higher this time.”

Gordon B. Hinckley

*Standing For Something*
Positive Behavior Support (PBS)

. . . a broad range of systemic & individualized strategies for achieving important social & learning outcomes while preventing problem behavior with all students.

- Sugai 2004
Goal of PBS

“... Reduce problem behaviors and build appropriate behaviors that result in durable change and a rich lifestyle”

(Carr et al., 1999)
Purpose of the BYU – PBS Initiative

“In addition to teaching academic content, educators must work to develop the social, emotional, and moral character of students as part of their daily assignment”

(Young, Marchant, & Wilder, 2003)
Social & Emotional Learning

A process to help students acquire the skills needed to:

- recognize and manage emotions
- develop caring and concern for others
- make responsible decisions
- build positive relationships

(CASEL, 2009)
A Systemic Approach to Access to Knowledge

### Academic Learning

**Intensive, Individual Interventions**
- Individual Students
- Assessment-based
- High Intensity

**Targeted Group Interventions**
- Some students (at-risk)
- High efficiency
- Rapid response

**Universal Interventions**
- All students
- Preventive, proactive

### Social & Emotional Learning

**Intensive, Individual Interventions**
- Intense, durable procedures
  - Individual Students
  - Assessment-based

**Targeted Group Interventions**
- Some students (at-risk)
  - High efficiency
  - Rapid response

**Universal Interventions**
- All settings, all students
  - Preventive, proactive
Foundation of Our Nurturing Pedagogy

- Building Positive Relationships
- Strengthening Social & Academic Behavior
- Teaching Proactively
- Making Data-based Decisions
Building Positive Relationships

Environments of Trust

- Emotional, social and physical safety
- Systems support & maintain relationship building

Positive Relationships

- Mutual trust
- Respect
- Caring
- Time investment
- Interest
Strengthening Social & Academic Behaviors

Employing consistent and effective positive feedback

Behavioral

Academic

Policies & systems to support positive feedback
Teaching Proactively

Using best practices

*Pre-teaching*

*Teaching alternative behaviors*

*Explicit teaching*

Correcting positively

*Corrective teaching*

*Administrative Intervention*

*Consequences*
Making Data-based Decisions

Data is used continuously to improve student and teacher success.
<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Students</td>
<td>697</td>
</tr>
<tr>
<td>Caucasian</td>
<td>81%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>13%</td>
</tr>
<tr>
<td>Other</td>
<td>6%</td>
</tr>
<tr>
<td>SES</td>
<td>51%</td>
</tr>
<tr>
<td>ELL</td>
<td>9%</td>
</tr>
<tr>
<td>Special Ed</td>
<td>18%</td>
</tr>
<tr>
<td>Mobility</td>
<td>15%</td>
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</tbody>
</table>
Brigham Young University – Public School Partnership

Brigham Young University – Nebo School District – Rees Elementary School

• Peaceable Schools – Positive Behavior Support

• Preventions Plus

• Center for the Improvement for Teacher Education and Schooling (CITES) - Principals’ Academy
Brigham Young University – Public School Partnership

• Rees Elementary School’s partnership with Brigham Young University and Peaceable Schools / Positive Behavior Support Initiative began in preparation for the 2003-2004 school year.

• School & university staff refined / established:
  – School Rules and Expectations
  – Rees School Pledge
  – Office Referral Form & Tracking System
  – Social Skills to be Taught
  – Praise Note System
Peaceable Schools – Positive Behavior Support

- Systematic Screening for Behavior Disorders (SSBD)
- Strong Start Study - Kindergarten
- Behavior Study Team
- School-Wide Behavioral Needs Assessment
- Social Skill Instruction
- SECOND STEP Violence Prevention

Program – Social Emotional Learning
Brigham Young University – Public School Partnership

Preventions Plus

- Collect, analyze, and respond to data to prevent juvenile delinquency
- Systematic Screening for Behavior Disorders (SSBD)
- Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAPS)
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Reading Benchmarks
- Formative Assessments
- Assessment Cycles
Brigham Young University – Public School Partnership

Center for the Improvement of Teacher Education and Schooling (CITES)
Principals’ Academy

- Professional Learning Community (PLC)
  - 3 Big Ideas
  - Four Crucial Questions

- Response to Intervention (RtI)
Wasatch Elementary
Provo School District

Students 708
Caucasian 80%
Hispanic 8%
Asian 7%
Other 5%
SES 29%
ELL 13%
Special Ed 15%
Mobility 18%
Wasatch Elementary

- Positive Behavior Support Initiative began in the fall of 2008
- School and university partnership
  - Professional Learning Communities
  - School wide behavior plan
    - The Important Book
    - Posters
  - Systematic Screening for Behavior Disorders (SSBD)
  - Praise Notes
Feb–May 3,427 praise notes

Satch Salute

To ________________________________

Thanks for showing:

☐ Respect
☐ Responsibility
☐ Service
☐ Learning
☐ ________________

Signed: _________________________ Date: _______ Class: _______
Satch Salute

To: Wasatch teachers & administration

For: Satch salutes!

Thank you for recognizing and encouraging good behavior with these wonderfully personal notes. It is a delight for students and parents alike!
Tardiness & Praise Notes

Faye – 1st grade

![Graph showing tardiness and praise notes for Faye over a period of weeks, with data points for each week from February to March.](image-url)
Tardiness & Praise Notes

Ron – 6th grade
Lakeview Elementary
Provo School District

<table>
<thead>
<tr>
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<th>Percentage</th>
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<tbody>
<tr>
<td>Students</td>
<td>686</td>
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<tr>
<td>Caucasian</td>
<td>71%</td>
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<tr>
<td>Hispanic</td>
<td>22%</td>
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<tr>
<td>Other</td>
<td>7%</td>
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<tr>
<td>SES</td>
<td>40%</td>
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<tr>
<td>ELL</td>
<td>17%</td>
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<tr>
<td>Special Ed</td>
<td>14%</td>
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http://education.byu.edu/pbsi/

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