The Peaceable Schools Project

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BYU Public School Partnership
BYU Public School Partnership

Five school districts
• Jordan, Alpine, Provo, Nebo, Wasatch
• These five make up one third of the students in the state of Utah.

BYU
• Multidisciplinary team made up of:
  - Dean of McKay School of Education
  - Faculty from Teacher Education Department and Educational Leadership Department
  - Personnel from the Center for the Improvement of Teacher Education and Schooling (CITES)
Our Priority. . .

To develop a model program to create safe and secure schools.
Collaborative effort to acquire federal grant money
Decisions, decisions . . .

Piloting –

- Which district?
- Which schools?
Outcomes

Districts – Nebo School District adopted Peaceable Schools for all elementary schools and is piloting a version for secondary schools.

BYU – Peaceable Schools is now integrated into the curriculum of the Special Education Department.
Purpose

The purpose of this program is to contribute to the knowledge and understanding of the issues that facilitate, sustain and nurture the emotional, social and moral development of all elementary children by designing, implementing, and evaluating school-wide positive behavior support programs.
“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. If schools attend to the emotional and behavioral needs of students on a broad scale, it is likely that they will create the conditions necessary for social competence and academic success of students.”

(Young, Marchant, & Wilder, 2003)
Peaceable schools is as much about a process as it is about a program.
I have appreciated the true working partnership Grandview has shared with the Peaceable Schools program. Since we started working together, our Peaceable Schools colleagues have made certain to involve our school members in all decisions. We know our input has been valued as the Peaceable Schools Program has reflected the desires of our school. It is obvious that those involved with the Peaceable Schools program believe in a genuine TEAM approach where Together Everyone Achieves More!

- Teacher
“The results from implementing the pilot program are significant for all of our student’s emotional and social development. It has been exciting to see the parent volunteers committed to this endeavor by developing various aspects of the program, such as social skills lessons, home notes, and parent activities, to promote the social development of our students both at school and within the home.”

-Principal

“I have seen the results of the pilot project at Westside Elementary. Behavior in the bus lines, recess and classrooms are noticeably improved. More importantly, students who have been at risk for developing Emotional Disturbance are receiving effective intervention and responding to such.”

-Director of Elementary Education
School-wide Systems Approach
Model

1. **Individual (Tertiary)**
   - 3% - 5%

2. **Individual (Secondary)**
   - 7% - 10%

3. **Classroom/Non-classroom (Primary)**
   - 85% - 90%
School-wide Systems Approach
School-wide Framework

1. Select school steering committee

2. Identify school coordinator(s)
School-wide Framework

3. Identify school rules

School Rules

1. I keep my hands, feet, and objects to myself.

2. I show respect in language and actions.

3. I stay on school grounds during school hours.
School-wide Framework

4. Develop a school pledge

Pledge of Westside Peacemakers

I show a peaceable character by being respectful of others. I follow directions and rules. I accept feedback and consequences. I show appreciation. I will help make the world a better place.
School-wide Framework

5. Select social skills for the year

6. Determine feedback procedures – positive and corrective
School-wide Framework

7. Implement skill notes

You’ve been CAUGHT
showing your WILDCAT PRIDE!
Thank you for making our school a better place by using your social skills:

- Following Directions
- Accepting Feedback/Consequences
- Showing Appreciation

Signed: Date: Student’s Teacher:

You’ve been CAUGHT showing your GRIZZLY PRIDE!
Thank you for making our school a better place by using your social skills:

- How to Follow Directions
- How to Accept Feedback/Consequences
- How to Show Appreciation
- Other

Signed: Date: Student’s Teacher:
School-wide Framework

Skill notes data

Wildcat Card Monthly Totals

<table>
<thead>
<tr>
<th>Months</th>
<th>Notes Given</th>
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<tbody>
<tr>
<td>October</td>
<td>226</td>
</tr>
<tr>
<td>November</td>
<td>618</td>
</tr>
<tr>
<td>December</td>
<td>311</td>
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<tr>
<td>January</td>
<td>589</td>
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<td>February</td>
<td>670</td>
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<tr>
<td>March</td>
<td>755</td>
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<tr>
<td>April</td>
<td>1010</td>
</tr>
<tr>
<td>May</td>
<td>345</td>
</tr>
</tbody>
</table>

Legend:
- Monthly Totals
- School Total
School-wide Framework

8. Post visual displays

How To Show
Appreciation at Grandview

1. Look at the person.
2. Say, “Thank you.”
3. Tell what you’re thankful for.
4. Give the reason(s) why you appreciate it.

Images of visual displays with kites and notes.
School-wide Framework

9. Develop and implement a skill building approach for discipline issues
School-wide Framework

10. Develop a system for identifying and serving individual students

11. Implement school-wide data system

12. Implement ongoing professional development
The table presented below summarizes global domains by audience for the last two times ISQ was used by the school. The more recent data is summarized by the top signal, and a colored text box represents positive (green or purple) or negative (red) change for that domain, item, or audience. The reverse side of this report is a breakdown for each domain by item.

<table>
<thead>
<tr>
<th>Indicators of School Quality</th>
<th>Parent</th>
<th>Teacher</th>
<th>Student</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Support</td>
<td></td>
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<tr>
<td>Teacher Excellence</td>
<td></td>
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<td>Student Commitment</td>
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<td>Administration</td>
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<td>Instructional Quality</td>
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<td>Resource Accessibility</td>
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<tr>
<td>Safety</td>
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</tbody>
</table>
## Indicators of School Quality

### Status Report

<table>
<thead>
<tr>
<th>Social and Emotional Development Supplement</th>
<th>Parent</th>
<th>Teacher</th>
<th>Student</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students at this school are learning important social skills</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
</tr>
<tr>
<td>Students at this school use appropriate social skills</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
</tr>
<tr>
<td>Students at this school are motivated to use appropriate social skills</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
</tr>
<tr>
<td>Teachers believe appropriate praise of student behavior is important</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
</tr>
<tr>
<td>Students at this school show respect for each other</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
</tr>
<tr>
<td>Students receive written praise notes for responsible social behavior</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
</tr>
<tr>
<td>Students with special needs receive special help</td>
<td>Yellow</td>
<td>Yellow</td>
<td>Yellow</td>
<td>Yellow</td>
</tr>
<tr>
<td>Students share responsibility for making school a positive and safe place</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
</tr>
</tbody>
</table>
School-wide systems approach

Non-classroom
Non-classroom

A. Where?

1. Halls
2. Restrooms
3. Assemblies
4. Buses
5. Bus Lines
6. Playground
7. Lunchroom
Non-classroom

B. What?

1. Skill notes
2. School to home activities
3. Rules
4. Interventions
5. Skills for teaching, reinforcing and correcting social behavior
Non-classroom

C. Outcomes and modifications

FOLLOW THE RULES OF THE GAMES.
USE EQUIPMENT IN A SAFE WAY.
EVERYONE CAN PLAY.
KEEP HANDS & FEET TO YOURSELF.
USE KIND WORDS.

SHOW YOUR CHARACTER

... in the Lunchroom.
I walk and talk quietly.
I stay seated.
I clean my area when I leave.
I keep food in the lunchroom.

Caring, Respect, Responsibility, Honesty, Trust, Family
Non-classroom

Lunchroom Data

- Total Behaviors
- Number of Tickets
School-wide systems approach

Classroom

Non-classroom
Classroom

1. Teach and review rules

2. Skills for teaching, reinforcing, and correcting social behavior
Classroom

3. Provide social skill instruction
4. Recite school pledge
Classroom

5. Promote curriculum integration
Classroom

6. Post visual displays
Classroom

7. Implement school to home activities
Classroom

8. Implement skill notes

You’ve been CAUGHT showing your WILDCAT PRIDE!
Thank you for making our school a better place by using your social skills:
- Following Directions
- Accepting Feedback/Consequences
- Showing Appreciation

Signed: ___________________________ Date: __________ Student’s Teacher: ___________________________

You’ve been CAUGHT showing your GRIZZLY PRIDE!
Thank you for making our school a better place by using your social skills:
- How to Follow Directions
- How to Accept Feedback/Consequences
- How to Show Appreciation
- Other

Signed: ___________________________ Date: __________ Student’s Teacher: ___________________________
School-wide systems approach

Individual

Classroom

Non-classroom
1. Identify students with behavior needs
2. Conduct functional behavioral assessments
3. Develop positive behavioral support plans
4. Monitor identified student progress
Outcomes and modifications
“The results from implementing this pilot project have been significant for all of our students’ emotional and social development. I have noticed an appreciable difference in the social climate of Westside Elementary.”

-Parent

“I am a strong advocate of the Peaceable Schools Program and the positive outcomes it produces for individual children. … My son was involved in a personalized system where he could track his work and behavior for the day which was followed by a reward system. … He gained a very positive sense of himself, a desire to achieve positive goals in school, and a very special friendship.”

-Parent