School Discipline, Classroom Management, and Student Self-Management
Designing and Implementing Evidence-Based Positive Behavioral Support Systems

Howard M. Knoff, Ph.D.
Director, Project ACHIEVE
Director, Arkansas State Improvement Grant
Little Rock, AR

www.projectachieve.info
knoffprojectachieve@earthlink.net

Howard M. Knoff, Ph.D.
Director, Project ACHIEVE
Director, AR State Improvement Grant

49 Woodberry Road
Little Rock, AR 72212

E-mail: knoffprojectachieve@earthlink.net
Phone: 501-312-1484

Websites: www.projectachieve.info
www.arstudentsuccess.org
Presentation Overview

- Defining/Discussing Student Self-Management
- The Scientific Components of Student Self-Management:
  Skills, Motivation/Accountability, Consistency, and Special Situations (Common School Areas and Teasing/Taunting/Bullying)

The Ultimate Educational Goal

TO:

Maximize ALL Students’ Academic Achievement and Social, Emotional, and Behavioral Development
From a Student Perspective…

Academic Learning, Mastery, and Achievement

Social, Emotional, and Behavioral Development

Our Goal is to create…

Independent Learner

Self-Manager

Today’s Focus: Social Competency and Self-Management

Academic Learning, Mastery, and Achievement

Social, Emotional, and Behavioral Development

Independent Learner

Self-Manager
A Definition of “Self-Management”

Self-Management involves:

- Be socially, emotionally, and behaviorally aware of themselves and others
- Demonstrate successful interpersonal, social problem solving, conflict prevention and resolution, and social-emotional coping and behavioral skills
- Effectively control their own emotions and behavior

The Emotional, Cognitive, Behavioral Connection

- Behavioral/Interactional
- Cognitive/Attitudinal
- Emotional/Affective
- Physical/Physiological
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Students’ Social-Emotional/Behavioral Skills Facilitate their Academic Achievement

Research over the past 20 years indicates that students, at the elementary- and middle-school levels, with sound social and emotional skills, demonstrate:

* Fewer problem behaviors,
* High levels of positive adjustment, and
* Enhanced academic performance

Teaching students social-emotional/behavioral skills and positive attitudes leads to (improved) adjustment and (enhanced) academic performance as reflected in:

* More positive social behaviors,
* Fewer conduct problems,
* Less emotional distress, and
* Better grades and achievement test scores

The Challenge for Educators: Teaching Both Academic and Social, Emotional, Behavioral Skills

Integrating Academics and Behavior

How do we facilitate students’ academic and social-emotional and behavioral competence in the classroom?

Academic Success

Behavioral Success

Addressing the Challenge: Developing and Implementing Positive Behavioral Support Systems . . .

. . . in the schools.
Different School-wide Approaches to Discipline, Behavior Management, and Safe Schools

- Lee Canter's Classroom Management System
- Randy Sprick's Safe and Civil Schools
- Fred Jone's Tools for Teaching/Classroom Management
- U. of Oregon/Connecticut Positive Behavioral Interventions and Supports (PBIS)
- Project ACHIEVE's Positive Behavioral Self-Management System (PBSS) *

* Project ACHIEVE is Arkansas' PBIS program. It is the only Evidence-based Program of those listed above.

Project ACHIEVE: 1990- present

Project ACHIEVE is:

An evidence-based (through U.S. Department of Health & Human Services) district-wide school improvement/school success model focused on maximizing the academic and social, emotional, behavioral progress and proficiency of all students.
The Goals and Outcomes of a Positive Behavioral Support Program

1. High levels of academic engagement and academic achievement for all students.

2. High levels of effective interpersonal, social problem-solving, conflict resolution, and coping skills/behaviors by all students.

3. High levels of critical thinking, reasoning, and problem-solving skills by all students.

4. High levels of teacher confidence—relative to instruction, classroom management, and in helping students with academic or behavior problems.

5. Consistently effective instruction and classroom management across all teachers/instructional support staff.

6. Low levels of classroom discipline problems, discipline problems that need to involve the Principal, or discipline problems that require student suspensions or expulsions.

7. High levels of parent and community support and involvement in student self-management.
Scientific Components of a Positive Behavioral Support System at the School Level

Climate and Relationships

Expectations and Skill Instruction

Motivation and Accountability

Consistency

Peer and Common School Area Special Situations

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

Skills

An Evidence-Based Social Skills Program
  Interpersonal, Problem-Solving, and Conflict Resolution Skills
  Classroom/Building Routines

Accountability

The Behavioral Matrix
  Grade-Level Classroom Expectations
  Building and Common Area Expectations
  The Educatve Time-Out Process

Consistency

Skills, Accountability, Staff, Students, Parents

Special Situations-Setting and Student
Thought Question

• Does your District have an articulated, scaffolded
  “Health, Mental Health, and Wellness”
  K-12 curriculum?

The Goals of an Evidence-Based Social Skills Program

TO:

✓ Teach Students Interpersonal, Social Problem-Solving, Conflict Prevention and Resolution, and Emotional Coping Skills

✓ That facilitate their Social-Emotional/Behavioral Development, and

✓ Help them develop Self-Management Skills
Characteristics of an Evidence-based Social Skills Program

- Developmentally Sensitive:
  - preK-Grade 1/Grades 2-3/Grades 4-5/Grades 6-8

- Teach Behaviors and not Constructs of Behavior

- Teach through Scripts and Skills

- Teach through Behavioral Instruction and Practice and not “Talk, Pray, and Hope”
  (Talk doesn’t change behavior.)

Evidence-based Social, Emotional, and Behavioral Programs

- Lions Quest
- Positive Action
- Second Step
- Providing Alternative Thinking Strategies
- Life Skills Training
- Boys Town
- Skillstreaming
- Stop & Think Social Skills Program

Social-Emotional Competency

- Tier 1
- Tier 2
- Tier 3

Behavioral Skills Instruction
School Districts:

Should choose their social, emotional, behavioral programs/curriculum/approaches the same way that they choose their (for example) new district literacy programs.

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

Skills: An Evidence-Based Social Skills Program
- Interpersonal, Problem-Solving, and Conflict Resolution Skills
- Classroom/Building Routines

Accountability: The Behavioral Matrix
- Grade-Level Classroom Expectations
- Building and Common Area Expectations
- The Educative Time-Out Process

Consistency: Skills, Accountability, Staff, Students, Parents

Special Situations-Setting and Student
Accountability in the Context of PBSS

- The Behavioral Matrix represents a grade level team’s system of behavioral standards and student accountability

- The Behavioral Matrix is a blueprint that provides structure, predictability, and (grade- and building-level) consistency to school and classroom management

- Over time and use, the Behavioral Matrix helps students and staff to internalize the behavioral standards, expectations, and responses needed for successful classroom and school interactions

The Components of a Behavioral Matrix

- Identifies the specific behaviors expected 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 corrective responses, consequences, problem solving processes, interventions, and/or administrative responses to inappropriate behaviors along the continuum
The Components of a Behavioral Matrix

**Expected, Prosocial Behaviors**

- Classroom Common Areas of the School
- Positive Responses, Incentives, Rewards

**Inappropriate, Challenging Behaviors**

- Intensity I: Annoying Behavior  Corrective Responses
  - Annoying Behavior
  - Corrective Responses
- Intensity II: Disruptive/Interfering Behavior  Corrective Responses plus Consequences
  - Disruptive/Interfering Behavior
  - Corrective Responses plus Consequences
- Intensity III: Persistent/Antisocial Behavior  Consequences plus Interventions ***
  - Persistent/Antisocial Behavior
  - Consequences plus Interventions ***
- Intensity IV: Severe/Dangerous Behavior  Administrative Response plus Wrap-around Intervention ***
  - Severe/Dangerous Behavior
  - Administrative Response plus Wrap-around Intervention ***

*** Evaluate the need for Functional Assessment/Strategic Intervention

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**Kindergarten**

**Expected Classroom Behaviors:**
- Listen
- Follow directions
- Use inside voice
- Taking turns
- Walking inside the classroom/building
- Raising hand before talking
- Ignoring Distractions
- Asking for Help

**Incentives & Rewards:**
- Stamps
- Stickers
- Treasure box
- Positive Postcard Home
- Special lunch in the classroom
- Extra Center Time
- Praise, praise,praise!
- High Five/Class Cheers

**Intensity 1 Behaviors:**
- Not listening/not paying attention
- Rocking, falling out of seat
- Not putting materials/toys away
- Not following directions
- Talking without permission
- Calling/bullying out answers
- Ignoring Distractions
- Asking for Help

**Corrective Responses:**
- Visual, non-verbal, physical prompt
- Proximity
- Warning
- “Stop and Think” prompt
- Folder mark
- Move student to another seat
- Note sent home

**Intensity 2 Behaviors:**
- Not following directions/significant defiance
- Arguing with teacher/talking back
- Chronic socializing with peers
- Inappropriate language
- Screaming/shouting out

**Consequences:**
- Move student to another seat
- Loss of privileges
- Loss of recess
- Time-out in class
- Phone contact with parent
- Parent/teacher conference
- Lonely lunch
- Stay inside at recess with teacher

**Intensity 3 Behaviors:**
- Not following directions/significant defiance
- Throwing furniture/dangerous materials
- Hazardous behaviors/safety issues
- Physically threatening behavior
- Physical aggression
- Fighting with intent to cause bodily harm
- Bullying/violent threatening behavior

**Consequences:**
- Office referral
- Phone contact with parent
- Parent/teacher conference
- In-school suspension
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
The “Core” of the Positive Behavioral Self-Management System

Skills  An Evidence-Based Social Skills Program
       Interpersonal, Problem-Solving, and Conflict Resolution Skills
       Classroom/Building Routines

Accountability  The Behavioral Matrix
       Grade-Level Classroom Expectations
       Building and Common Area Expectations

The Educative Time-Out Process

Consistency  Skills, Accountability, Staff, Students, Parents

Special Situations-Setting and Student

Typical Areas of Consistency/Inconsistency

Expectations  Within the Same Student/Child
Skill Teaching and Across Students/Children
Instructional Language Between/Across Adults
Reinforcement and Across Expectations
Accountability Across Time
Across Settings
Across Situations
The “Core” of the Positive Behavioral Self-Management System

Skills  An Evidence-Based Social Skills Program
       Interpersonal, Problem-Solving, and Conflict Resolution Skills
       Classroom/Building Routines

Accountability The Behavioral Matrix
       Grade-Level Classroom Expectations
       Building and Common Area Expectations

       The Educative Time-Out Process

Consistency Skills, Accountability, Staff, Students, Parents

Special Situations-Setting and Student

Two Types of “Special Situations”

Settings:

   Common Areas of the School: Hallways, Bathrooms, Buses, Cafeteria, Playgrounds, Auditorium, Meeting Spaces

Students:

   Teasing, Taunting, Bullying, Harassment, Hazing, and Physical Aggression/Fighting
Addressing the Challenge:
Developing and Implementing Positive Behavioral Support Systems . . .

. . . in the classroom.

Scientific Components of Effective Classrooms: Climate and Relationships

- Effective Classroom Organization and Setting Characteristics
- Positive School and Classroom Climates
- Developing and Sustaining Positive/Prosocial Relationships (S/S, S/S, S/P, S/S)
- Requesting/Listening to the different “Student Voices”
Scientific Components of Effective Classrooms: Social, Emotional, and Behavioral Self-Management

- Social, Emotional, and Behavioral Skill Instruction, Application, and Infusion
- Effective Student Motivation and Behavioral Accountability Approaches
- Student, Staff, Setting, Situational Consistency

Scientific Components of Effective Classrooms: Social, Emotional, and Behavioral Self-Management

- Transferring Skills Instruction, Motivation, and Accountability to Common School Areas and to Prevent/Respond to Teasing, Taunting, Bullying, Harassment, Hazing, and Physical Aggression
- Early Social, Emotional, and Behavioral Classroom-based Instructional or Intervention Approaches for “Non-Responders”
Applying PBSS Components to Classroom Management and Student Self-Management

Expectations
Behaviors
Instruction (To Mastery)
Prompts/Advanced Organizers
Reinforce or Correct
Maintain Consistency

Who is Involved?

Students:
- Individual
- Small Groups
- Grade Level
- Whole School

Staff

Applying PBSS Components to Classroom Management and Student Self-Management

Expectations
Behaviors
Instruction (To Mastery)
Prompts/Advanced Organizers
Reinforce or Correct
Maintain Consistency

Who is Involved?

Students:
- Individual
- Small Groups
- Grade Level
- Whole School

Staff
Key Self-Management Expectations

- **Social Competencies**
  - Listening, Engagement, and Response Skills
  - Communication and Collaboration Skills
  - Social Problem-Solving and Group Process Skills
  - Conflict Prevention and Resolution Skills

- **Emotional Competencies**
  - Emotional Awareness, Control, and Coping Skills--Self and Others
  - Self-Concept/Self-Esteem Skills

- **Behavioral Competencies**
  - Social, Interactional Skills
  - Classroom and Building Routine Skills
  - Instructional and Academic Supporting Skills

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Applying PBSS Components to Classroom Management and Student Self-Management

- **Expectations**
  - Behaviors
    - Instruction (To Mastery)
    - Prompts/Advanced Organizers
    - Reinforce or Correct
    - Maintain Consistency

- **Who is Involved?**
  - **Students:** Individual, Small Groups, Grade Level, Whole School
  - **Staff**
**Key Behavioral Competencies/ Social Skills**

- Listening
- Following Directions
- Asking for Help
- Ignoring Distractions
- Dealing to Teasing
- Contributing to Discussions/Answering Classroom Questions
- Waiting for an Adult's Attention-
- Following Directions
- Dealing with Losing
- Apologizing
- Dealing with Consequences
- Avoiding Trouble
- Dealing with Anger
- Dealing with Being Rejected or
- Left Out
- Dealing with Accusations
- Dealing with Peer Pressure

**Applying PBSS Components to Classroom Management and Student Self-Management**

- Expectations
- Behaviors
  - Instruction (To Mastery)
  - Prompts/Advanced Organizers
  - Reinforce or Correct
  - Maintain Consistency

**Who is Involved?**

- **Students:**
  - Individual
  - Small Groups
  - Grade Level
  - Whole School

- **Staff**
Who Teaches the Social Skills?
Who is Taught the Social Skills?

** THE TRAINING MUST BE CONDUCTED BY THE CLASSROOM TEACHER AS THE PRIMARY ROLE MODEL. 

** THE TRAINING MUST TAKE PLACE IN THE CLASSROOM SETTING OR THE PRIMARY LOCATION WHERE APPROPRIATE BEHAVIOR IS EXPECTED.

WHO SUPPORTS Social, Emotional, and Behavioral Skills Instruction?

** The Training should be Supported by Pupil Personnel and other Specialists and Administrators as Needed.

Co-Teaching Tier 1
Pull-in Practice Tier 1 Tier 2
Pull-out Practice Tier 2 Tier 3
The Primary Teaching Process

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<th>Academic Skills</th>
<th>Self-Management Skills</th>
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<tr>
<td>• Teach</td>
<td>• Teach Cognitive Scripts and Behavioral Skills</td>
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<tr>
<td>• Demonstrate</td>
<td>• Model</td>
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<tr>
<td>• Practice</td>
<td>• Role Play</td>
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<tr>
<td>• Monitor</td>
<td>• Performance Feedback</td>
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<td>• Apply</td>
<td>• Transfer of Training</td>
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The Extended Teaching Process

Process 1. Teach to Mastery

Process 2. Modify for Different Students' Speeds of Acquisition

Process 3. Train for the Transfer

Process 4. Teach and Transfer under “Conditions of Emotionality”
Applying PBSS Components to Classroom Management and Student Self-Management

Expectations
Behaviors
Instruction (To Mastery)
Prompts/Advanced Organizers
Who is Involved?

Students:
- Individual
- Small Groups
- Grade Level
- Whole School

Staff

Reinforce or Correct
Maintain Consistency

Prompting Students to Self-Management

Adult Prompt: Verbal/Whisper
- Non-Verbal/Physical
- Symbolic

Situational Prompt: Adult Direction
- Environmental Cue
- Environmental Response

Student Self-Prompt: Consciously Cued
- Automatically Cued
Applying PBSS Components to Classroom Management and Student Self-Management

Expectations
Behaviors
Instruction (To Mastery)
Prompts/Advanced Organizers

Who is Involved?

Students:
- Individual
- Small Groups
- Grade Level
- Whole School

Staff

Reinforce or Correct
Maintain Consistency

Who is Involved?

Students:
- Individual
- Small Groups
- Grade Level
- Whole School

Staff

Reinforce or Correct
Maintain Consistency

6th Grade

Expected Classroom Behavior:
- Listening
- Following directions
- Reducing distractions
- Work completion
- Behavior management
- Respect others

Incentives and Rewards:
- Positive reinforcement
- Special privileges
- Recognition

Consequences:
- Time out
- Loss of privileges
- Administrative response

Interventions:
- Intensity 1: Offences
  - Minor
  - Behavior management
- Interventions:
- Intensity 2: Offences
  - Major
  - Behavior management
- Interventions:
- Intensity 3: Offences
  - Severe
  - Behavior management
- Interventions:
- Intensity 4: Offences
  - Extreme
  - Behavior management
- Interventions:

Administrative Response:
- Additional interventions
- Behavioral contract
- Parent involvement
Instruction: Social Skills Applied to Help Students Prevent or Respond to Initial Levels of Teasing, Taunting, Bullying

- Listening
- Following Directions
- Asking for Help
- Helping Someone Else
- Ignoring Distractions
- Responding to Teasing
- Disagreeing/Agreeing
- Apologizing
- Deciding What to Do
- Avoiding Trouble
- Dealing with Anger
- Dealing with Being Rejected or Left Out
- Giving/Accepting a Compliment
- Understanding Your/Others’ Feelings
- Dealing with an Accusation
- Responding to Peer Pressure
- Planning/Deciding What to Do
- Next Time

The School-Wide Behavioral Matrix

Accountability: Where do Teasing, Taunting, Bullying, Harassment, Hazing, and Physical Aggression Fit?

Level II: Disruptive/Interfering Behavior

Level III: Persistent/Antisocial Behavior

Level IV: Severe/Dangerous Behavior

Teasing
Taunting
Bullying
Harassment
Hazing
Physical Aggression
Applying PBSS Components to Classroom Management and Student Self-Management

Who is Involved?

Students:
- Individual
- Small Groups
- Grade Level
- Whole School

Staff

Behaviors
Instruction (To Mastery)
Prompts/Advanced Organizers
Reinforce or Correct

Maintain Consistency

Typical Areas of Consistency/Inconsistency

Expectations
Skill Teaching and Instructional Language
Reinforcement and Accountability

Within the Same Student/Child
Across Students/Children
Between/Across Adults
Across Expectations
Across Time
Across Settings
Across Situations
Applying PBSS Components to Student Self-Management in the Common Areas of the School

Expectations
Behaviors
Instruction (To Mastery)
Prompts/Advanced Organizers
Reinforce or Correct
Maintain Consistency

Who is Involved?
Students:
Individual
Small Groups
Grade Level
Whole School
Staff
### Expectations in the Common Areas of a School

#### Hallway Phases
- Lining up and/or exiting the classroom or other setting
- Walking down the hallway and interacting with peers or staff
- Entering the next classroom or setting.

#### Bathroom Phases
- Lining up and/or entering the bathroom;
- Using the facilities;
- Washing and drying hands, and throwing away towels (if needed)
-Exiting the bathroom and returning to class or another setting.

#### Cafeteria Phases
- Approaching and entering the cafeteria
- Lining up and entering the serving area
- Getting food and interacting with staff in the serving area
- Exiting the serving area, proceeding to, and sitting down at a table
- Table manners, eating, and interacting with staff and peers
- Cleaning up, leaving the table, throwing away trash, and returning utensils
- Exiting the cafeteria and walking to the next setting.
Applying PBSS Components to Student Self-Management in the Common Areas of the School

Expectations

Behaviors

Instruction (To Mastery)
Prompts/Advanced Organizers
Reinforce or Correct
Maintain Consistency

Who is Involved?

Students:
Individual
Small Groups
Grade Level
Whole School

Staff

Hallway Behaviors

Hallway

Eyes forward
Hands by your side
Mouth quiet
Walk to the right
Watch your space
Bathroom Behaviors

**Bathroom**
Enter/Walk on the left
One at a time at a stall or urinal/
Flush once when done
Mouth quiet
Keep your space/
Respect others’ privacy
Wash your hands/One towel...in the trash

Bus Behaviors

**Bus**
Walk onto the bus
Sit in the first open seat/
Starting in the back
Always sitting, Eyes forward,
Hands in your space
Inside voice/One-seat talking/
Positive talk
Exit only when bus is stopped
Cafeteria Behaviors

Cafeteria
Enter/Walk on the right
Eyes forward, Hands by your side, Mouth quiet, Space
Always walking, Positive talking, Six-inch voices,
Always Good Choices
Food on your tray or in your mouth
Raise hand for help
Table clean, Throw away your own trash

Applying PBSS Components to Student Self-Management in the Common Areas of the School

Expectations
Behaviors
Instruction (To Mastery)
Prompts/Advanced Organizers
Reinforce or Correct
Maintain Consistency

Who is Involved?

Students:
Individual
Small Groups
Grade Level
Whole School

Staff
Hallway

Eyes forward
Hands by your side
Mouth quiet
Walk to the right
Watch your space

Bathroom

Enter/Walk on the left
One at a time at a stall or urinal/
Flush once when done
Mouth quiet
Keep your space/
Respect others’ privacy
Wash your hands/One towel..in the trash
**Bus**
Walk onto the bus
Sit in the first open seat/
Starting in the back
Always sitting, Eyes forward,
Hands in your space
Inside voice/One-seat talking/Positive talk
Exit only when bus is stopped

**Cafeteria**
Enter/Walk on the right
Eyes forward, Hands by your side, Mouth quiet,
Space (Good Line Skill/Behavior)
Always walking, Positive talking, Six-inch voices,
Always Good Choices
Food on your tray or in your mouth
Raise hand for help
Table clean, Throw away your own trash
The Extended Teaching Process

Process 1. Teach to Mastery
Process 2. Modify for Different Students’ Speeds of Acquisition
Process 3. Train for the Transfer
Process 4. Teach and Transfer under “Conditions of Emotionality”

Applying PBSS Components to Student Self-Management in the Common Areas of the School

Who is Involved?

Students:
- Individual
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Staff

Expectations
Behaviors
Instruction (To Mastery)
Prompts/Advanced Organizers
Reinforce or Correct
Maintain Consistency
Prompts and Advanced Organizers

**Adult:** Prosocial Prompts/Advanced Organizers: Classroom and Common School Areas

**Setting:** Setting Prompts or Presence: Classroom and Common School Areas

**Peer/Individual Student:** Prosocial Peer or Self-Prompts/Advanced Organizers: Classroom and Common School Areas

- Hallway
- Bathroom
- Buses
- Playground
- Cafeteria
- Auditorium/Assemblies

---

Applying PBSS Components to Student Self-Management in the Common Areas of the School

**Expectations** → **Behaviors** → **Instruction (To Mastery)** → **Prompts/Advanced Organizers** → **Reinforce or Correct** → **Maintain Consistency**

**Who is Involved?**

**Students:**
- Individual
- Small Groups
- Grade Level
- Whole School

**Staff**
Developing the School-Wide Behavioral Matrix

School-Wide

Expectations and Behaviors: Responses:

- Hallway
- Bathroom
- Buses
- Playground
- Cafeteria
- Courtyards
- Auditorium
- Study Halls
- Library/Media Center
- Computer/Tech Rooms
- Entering/Leaving Building

Positive Responses, Incentives, Rewards
Corrective Responses, Consequences

Reinforcement and Corrections

**Adult:** Reinforcement or Correction (for Appropriate or Inappropriate Behavior)

**Peer:** Reinforcement or Correction (for Appropriate or Inappropriate Behavior)

**Individual Student:** Self-Reinforcement or Self-Correction (for Appropriate or Inappropriate Behavior)

- Hallway
- Bathroom
- Buses
- Playground
- Cafeteria
- Auditorium/Assemblies
Applying PBSS Components to Student Self-Management in the Common Areas of the School

Who is Involved?

Students:
- Individual
- Small Groups
- Grade Level
- Whole School

Staff

Who

is

Involved?

Behaviors

Instruction
(To Mastery)

Prompts/Advanced
Organizers

Reinforce or Correct

Maintain Consistency

Teaching and Supporting ALL STUDENTS’ Self-Management

Tier 1: Prevention for All

Tier 2: Strategic Instruction and Intervention Services and Supports

Tier 3: Intensive Need or Crisis Intervention Services and Supports
Presentation Review

- Defining/Discussing Student Self-Management
  School, Classroom, Individual Student
- The Scientific Components of Student Self-Management:
  Skills, Motivation/Accountability, Consistency, and Special Situations (Common School Areas and Teasing/Taunting/Bullying)

School Discipline, Classroom Management, and Student Self-Management: A PBS Implementation Guide

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