

Positive Behavior Support (PBS)

Volume 2, Issue 1

November 2007

Goals of all PBS Schools:

- Create a more invitational school climate.
- Implement school-wide expectations for student behavior.
- Improve safety and civility in the school's common areas and classrooms.
- Create positive procedures to meet the needs of all students.

In this Issue

PBS Update	1
PBS Spotlight	1
Avoiding Power Struggles	2
Ten Variables that Affect Compliance	2
Coming Soon	2



**Guilford
County Schools**

PBS Update

PBS training and efforts have continued in full force for the 2007-2008 school year.

New PBS Schools: Teams from eleven additional schools completed the first five days of PBS training at the beginning of August, giving these schools the chance to implement PBS at the first of the school year.

New Coaches: As the PBS program grows, four additional coaches joined the district PBS team in order to provide support to new schools.

Team Training: Teams trained in past years have attended booster sessions this Fall focusing on data driven decision making. This training covered the reasons it is important to use data to guide decision making, steps to ensure data is accurate and valid, and how to run and evaluate reports on office discipline refer-

ral data.

Schools have continued to have individuals trained in SWIS data entry. Administrators were offered a special SWIS training session to learn more about the SWIS data management system and how to use it to proactively identify and address trends in office discipline referrals as well as how it may be useful when addressing individual student office discipline referrals.

Surveys: Faculty and staff at PBS schools have recently completed surveys regarding whether or not certain PBS systems are in place or not in their school. Teams will be analyzing these results, sharing the information with staff, and developing plans to address features that are not in place.

Parent Involvement: PBS teams are also beginning to

brainstorm more ways to communicate with parents about PBS and involve them in the process. Coaches and trainers are looking forward to gathering these ideas and sharing them between schools to further establish connections with parents.

Upcoming Training: PBS Orientation sessions are being offered to schools interested in becoming PBS schools. Five and a half days of team training will be offered for new schools during the Spring semester.

Additional introductory training sessions about PBS are planned for principals and assistant principals, school counselors, school psychologists, and school social workers to provide a background in PBS principles and concepts.

PBS Schools in the Spotlight



PBS Trainers and Coaches would like to recognize:

Northeast Middle School for showing initiative and commitment to the PBS process. There are bulletin boards up in every hallway. The PBS team presents at every faculty meeting and developed and presented a half day training for staff on an early release

day. The team meets weekly and has made PBS a visible part of the school climate!

Western High School for design and implementation of the "Stinger Bucks" school-wide encouragement plan. The PBS team has created a "bank" for Stinger Bucks and has filled and opened a "store" where students can purchase merchandise with their Stinger Bucks.

Northwest High School for using technology to spread the word about school-wide expectations and common area expectations. Check out the PBS Student Behavior Matrix on their school website.

SCALE for having their principal, Russel Woodward, attend 100% of their team meetings.

Keep up the good work!!!

Avoiding Power Struggles

After spending a couple of months with a group of students, most of us know which ones can really push our buttons. For some students, we have already acquired a list of previous offences and we are just waiting on them to misbehave again. It is crucial that we remember some key strategies for avoiding power struggles.

When a student gets angry, argumentative, or even attacks you personally, don't fall into one of these common traps:

- Bringing up past issues
- Using sarcasm and put-downs
- Having unrealistic expectations
- Getting angry yourself

Instead, try some of these strategies known as "graceful exits"

- Use a short, simple statement to acknowledge the student's power, table the matter, and schedule a conference. "You may be right. Let's talk after class."
- Use the broken record technique, to calmly and repeatedly state

your original request in response to the student's argument.

- Take a teacher time-out (at least mentally). "I need some time to think about this. I'll get back to you."

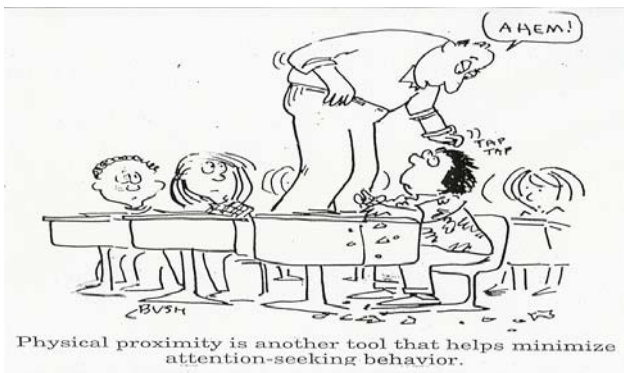
Remember:

There is no confrontation if you do not choose to join in!

Ten Variables That Affect Compliance

#1 FORMAT ⇨ Use a statement format, not a question format.

#2 DISTANCE ⇨ Avoid invading the student's personal space but do not correct a student from across the room.



#3 EYE CONTACT ⇨ Look at the child but do not demand that the child look at you.

#4 ONE REQUEST/ONE REPEAT ⇨ Make one request at a time. Repeat the request a maximum of one time. Don't nag!

#5 LOUDNESS ⇨ Use a soft but firm voice rather than a loud and emotional voice.

#6 TIME ⇨ Give students time to comply.

#7 MORE START THAN STOP REQUESTS ⇨ State behavior you want in positive terms rather than telling students to stop doing something.

#8 NON-EMOTIONAL REQUESTS ⇨ Leave the negative and emotional requests at home; they interfere with compliance.

#9 DESCRIPTIVE REQUESTS ⇨ Make your requests brief, descriptive, and objective.

#10 REINFORCEMENT FOR COMPLIANCE ⇨ Do not ignore compliance; acknowledge it! A brief "thank you" can mean a lot.

Coming Soon:

- Tips on communicating with students
- Tips for correcting student misbehavior
- 4:1 ratio review

Enjoy the Holiday Season!