POSITIVE BEHAVIOR PLANNING GUIDE

THE BALTIMORE COUNTY PUBLIC SCHOOLS

BOARD OF EDUCATION
Baltimore County Public Schools

James R. Sasiadek, President
Janese Murray, Vice President
Donald L. Arnold
Phyllis E. Ettinger
Thomas G. Grzymski
John A. Hayden, III
Warren C. Hayman
Jean M. H. Jung
Michael P. Kennedy
Joyce Shillman
James E. Walker
Francesca Cirincione, Student

Dr. Joe A. Hairston
Secretary/Treasurer and Superintendent of Schools

Grateful acknowledgment is extended to the following persons who worked to produce this guide for the benefit of school-based administrators, staff, students, parents/guardians of the Baltimore County Public Schools.

Handbook Committee Chairpersons:
Patsy J. Holmes
Margaret G. Kidder

Editors:
Carol F. Knepley
David King

Committee Members:

Victoria Cofield-Aber
Barbara Dezmon
Julius Edmondson
Vivian Ferguson
Linda Fitchett
William Flook
Michael Franklin
Sue Futeral
Michael German
Ellen Diane Goldian
C. Michael Johnson
Dwayne Johnson
Lauren Magnuson
Linda Marchineck
Tara Nusz
Joan Parr
Tim Price
Michele Prumo
Linda Richardson
Rowland Savage
Risa Schuster
Lisa Settles
Barbara Sullivan
Susan Swindell
Mark Warren
Alicia Villa Wich
Elizabeth Young

Cover Design:
Margaret Mancilla

Publication costs of this guide were funded by the Office of Equity and Assurance and the Office of Safe and Drug-Free Schools.

“Nothing is more important to success in school than the quality of the relationships between and among students, staff, and parents.”

- Dr. James P. Comer, M.D.

YALE CHILD STUDY CENTER

TABLE OF CONTENTS

TITLE	PAGE
Introduction	1
Safe Schools Pyramid	5
Tab 1	
Format for Positive Behavior Plan	6
Development and Implementation of Positive Behavior Plan	12
Tab 2	
Positive School Culture and Climate Assessment Forms	21
Student School Culture and Climate Assessment Form	22
Staff School Culture and Climate Assessment Form	25
Parent/Guardian School Culture and Climate Assessment Form	28
Tab 3	
Being Sensitive to the Needs of All Students	30
Character Education Process	32
Peer Mediation Process	34
Tab 4	
Why Family Involvement	35
Positive Behavior Planning To and From School	39
Tab 5	
Hierarchy of Positive Behavior Planning	40
Positive Behavioral Intervention and Support Program (PBIS)	41
Implementing Positive Behavioral Supports	53
Teaching Matrix School Code of Conduct	59
Discipline Responsibilities for Teachers, Support Staff, and Administrators	62
Positive Behavior Student Referral Form	63
Minor Behavior Incidents Referral Form (Student's Write-up)	64
Student Support Team Teaming Model	65
Referral to Student Support Team	66
Student Support Team Teacher Input Form	68
Student Support Plan	69
Parent Permission for Student Support Team Assessment Form	70
Student Support Team Summary Form	71
Student Support Team Chairperson's Tracking Form	73
Student Eligibility Form for 504 Plan	74
Individual Student Plan for the Student Identified With a Disability Under 504	77
Example of a Student's Daily Behavior Progress Sheet	80
Information about Functional Behavior Assessment and Behavior Invention Plans	81
Functional Behavioral Assessment/Behavioral Support Plan Form	84
Possible Interventions to Consider for the Individual Student	88
Intervention A: Discuss the Problem	89
Intervention B: Academic Diagnosis and Interventions	90
Intervention C: Restructuring Self-Talk	91
Intervention D: Signal Interference Cueing	92
Intervention E: Self-control Training	93

Table of Contents

Intervention F: Goal Setting 95
Intervention G: Structured Reinforcement Contract 97
Intervention H: Classroom Management Strategies 98
Intervention I: Borderline and Consequences 99
Goal Setting Forms
General Guidelines for Using a Point Sheet 100
Student's Behavior Point Sheet 102
Assignment Chart for the Student 103
Behavior Chart with Self Monitoring for the Student 104
Behavior Plan for a Student with Challenging Behaviors 105
Tab 6
Positive Behavior Intervention Programs
Crisis Intervention Programs 106
Cooperative Discipline Program 108
Tools for Teaching Program 109
Positive Discipline Program 110
Stop and Think Program 111
Skill Streaming Program 112
Second Step Program 113
Self-esteem and Life Skills Program 114
Tab 7
Bibliography 115
Tab 8
Other School-based Behavioral Information 118

Copyright 2003
Baltimore County Public Schools
Towson, Maryland

INTRODUCTION

School safety is a large and critical component of the Federal legislation; *No Child Left Behind Act of 2002.* Under the Act, states must implement programs that protect students and teachers, encourage discipline and personal responsibility, and combat illegal drug use. Goal 3 of USDE's 2002-2007 strategic plan is to "establish safe, disciplined, and drug-free educational environments that foster the development of good character and strong citizenship." Therefore, all schools are called upon to meet the learning, behavioral, and emotional needs of all students. Schools must meet the challenge when specific needs directly affect the capacity to learn.

The *No Child Left Behind Act of 2002,* also holds all public schools to standards to ensure that all students receive a quality education. While this Act mandates sweeping reforms in all aspects of public education, it expands the options and choices for parents whose children are in schools that are failing or are being labeled as persistently dangerous.

School reform has always focused on student achievement. Many reform efforts failed, however, to make the link between achievement and behavior. In some instances resources were directed to instruction with very little emphasis on support systems for students who were having behavioral problems or schools whose climate may have impeded the learning processes.

In the development of programs, services, and strategies to help students and families, certain tenets need to be addressed. All stakeholders must recognize that the educational development of our students is a *process* not a *program*. Therefore, student educational development is an ongoing process. This means that there is a need to focus on helping to meet students' developmental needs and competencies in some way every day of the students' lives. Before schools attempt to meet the educational development of students, it is vital to understand what qualities those students who are successful possess and how those qualities are developed.

Research has identified four qualities of resilient youth, i.e., those children who, regardless of multiple stresses, are successful. First is the quality of social competence, which is the ability to interact and relate positively with peers, family, and other adults. Second is the skill of problem solving, which requires thoughtful analysis of situations, identification of potential problems, and the development of a plan. Third, a sense of autonomy is crucial. This quality enables children to have a belief in their own ability to control their lives and a sense of their own identity of self-worth. Fourth and finally, a sense of purpose and future provides students with high personal expectations, a healthy outlook toward the future, and a desire to achieve and be successful. *Benard, B., 1991, " Fostering resiliency in kids: Protective factors in the family, school, and community", Portland, OR: Northwest Regional Educational Laboratory.*

Although students may have qualities of resiliency, there are protective factors that schools, families, and communities must provide as the web of support for all students. These factors include caring and supportive relationships, which include significant adult role models; clear

and consistent high expectations, such as high achievement, behavior standards, personal responsibility; and opportunities for all students to participate as valued contributors, such as service learning and membership in teams, clubs, and groups. These protective factors must be incorporated into the programs, practices, procedures, and policies of the schools if we are to help make students the most productive and best citizens that they can become. *Benard, B., 1991, "Fostering resiliency in kids: Protective factors in the family, school, and community", Portland, OR: Northwest Regional Educational Laboratory.*

Along with the research that identifies those personal qualities and protective factors, which lead to student success, other available research highlights six areas of concern, which school systems need to address in order to assist all students in making the most of their educational environment. The six areas are: (1) enhancing classroom teachers' capacity for addressing problems and for fostering social, emotional, intellectual and behavioral development; (2) enhancing school capacity to handle transition concerns confronting students and their families; (3) responding to, minimizing impact of, and preventing crises; (4) enhancing home involvement; (5) outreaching to the community to build linkages, and collaborations; and (6) providing special assistance to students and their families. *UCLA, Mental Health in Schools Training and Technical Assistance, Summit on New Directions for Student Support, November 2002.*

Based on the recognition of what makes students successful, the Baltimore County Public Schools identifies three core goals:

1. *To improve achievement for all students;*
2. *To maintain a safe and orderly learning environment in every school; and*
3. *To use resources effectively and efficiently.*

These goals support the Baltimore County Public Schools' mission statement, which is to "provide a quality education for all students, one that develops the content knowledge, skills, and attitudes that will enable all students to reach their maximum potential as responsible, life-long learners and productive citizens."

To further cement its commitment to the success of all students, the Baltimore County Public Schools' *Blueprint for Progress, Focused on Quality: Committed to Excellence* serves as the framework for the school system's *Master Plan* for meeting its mission and clearly delineates the school system's performance goals. Performance Goal 4 of the *Blueprint for Progress,* "All students will be educated in school environments that are safe and conducive to learning," is a commitment toward meeting the expectations of all stakeholders in the realm of student behavior and a positive learning environment. These expectations are defined in the context of the following performance indicators:

1. *All schools and communities will maintain safe, orderly, and nurturing environments;*
2. *All schools will have published expectations of student behavior and parental responsibility and involvement;*
3. *Staff, students, parents, and community members will be provided opportunities to express satisfaction with the learning environment, school climate, and school facilities.*

In addition, Performance Goal 6, "Engage parents/guardians, business, and community members in the educational process," is recognition that in order to provide a quality education for all students in a safe learning environment, schools must have partners to assist in this area. A diagram of the Safe Schools Pyramid graphically shows the connected linkage of school, parent/guardian, interagency partners, business, and community in meeting the needs of all students to ensure that all students will be educated in safe and orderly learning environments.

Based on Federal mandates, State regulations, and Baltimore County Public Schools policies, positive behavior planning and management is crucial to the successful functioning of a school in providing a quality education. This school system's policies and rules further the commitment to a safe and orderly learning environment, an environment in which learning is not jeopardized by disruptive behavior.

The Baltimore County Public Schools publishes and revises annually its *Student Handbook.* Each student and his/her parent/guardian receives a copy of this handbook, which is designed to inform all students and their families of behavior expectations in accordance with law, policies, and procedures. The *Student Handbook* summarizes integral aspects of a positive learning environment, character education, students' rights and responsibilities, the school system's discipline code, and preventative interventions. These are just some of the salient aspects of the valuable information found in this document each school year.

To further ensure that at all times all stakeholders are aware of behavioral expectations, Baltimore County Public Schools has developed the *Critical Incident Response and School Emergency Management Guide.* The purpose of this guide is to make certain that schools and offices use standard and consistent protocols for crisis response situations to quickly and adequately restore the school climate to a safe and orderly environment conducive to positive learning experiences. This guide will be reviewed and updated annually.

The Baltimore County Public Schools also publishes and revises its character education handbook, entitled *How to Establish A Character Education Program in Your School: A Handbook for School Administrators.* Each school based administrator receives a copy of this handbook, which is designed to be used to assist school personnel in teaching values and good character traits directly through the curriculum and indirectly by practice throughout the school. It is expected that the process of teaching values and good character traits be infused in all education.

In addition to establishing the parameters of student behavior, the school system has in place support systems to address the needs of students and their families. Each school has a Student Support Team (SST) as part of the coordinated program of student services referenced in *The Code of Maryland Regulations, Programs of Pupil Services, 13A.05.05*. The mission of this team is to assist all students toward optimal health, as well as personal, interpersonal, academic, and career development in order that students may graduate from high school and become contributing members of the home, the world of work, and the community.

Student Support Team members include, but are not limited to, an assistant principal, school counselor, school nurse, school psychologist, pupil personnel worker, and school social worker. The purpose for the team is to deal effectively with complex problems that interfere with the educational progress of individual students. These problems may be academic, physical, behavioral, social and/or emotional. The team also works together to assist the school's staff in solving a variety of school climate and group educational problems that are preventive and/or remedial in nature. For example, the team may work together to address those students who are continually being referred to the guidance or administrative offices for behavioral reasons. The Student Support Team considers cases and schoolwide issues that require more intensive inter-disciplinary consideration and that do not appear to have the need for special education services. A diagram depicting the wide realm of support provided by the Student Support Team is included in this guide.

As an adjunct to the Student Support Team, each school has a copy of the *Attention Deficit Hyperactivity Disorder (ADHD) Guidelines Manual.* The guidelines found in this manual offer a process and strategies to assist school personnel in working with students effectively who may be diagnosed with ADHD or who have inattentive, impulsive, or hyperactive behaviors which may interfere with the learning process.

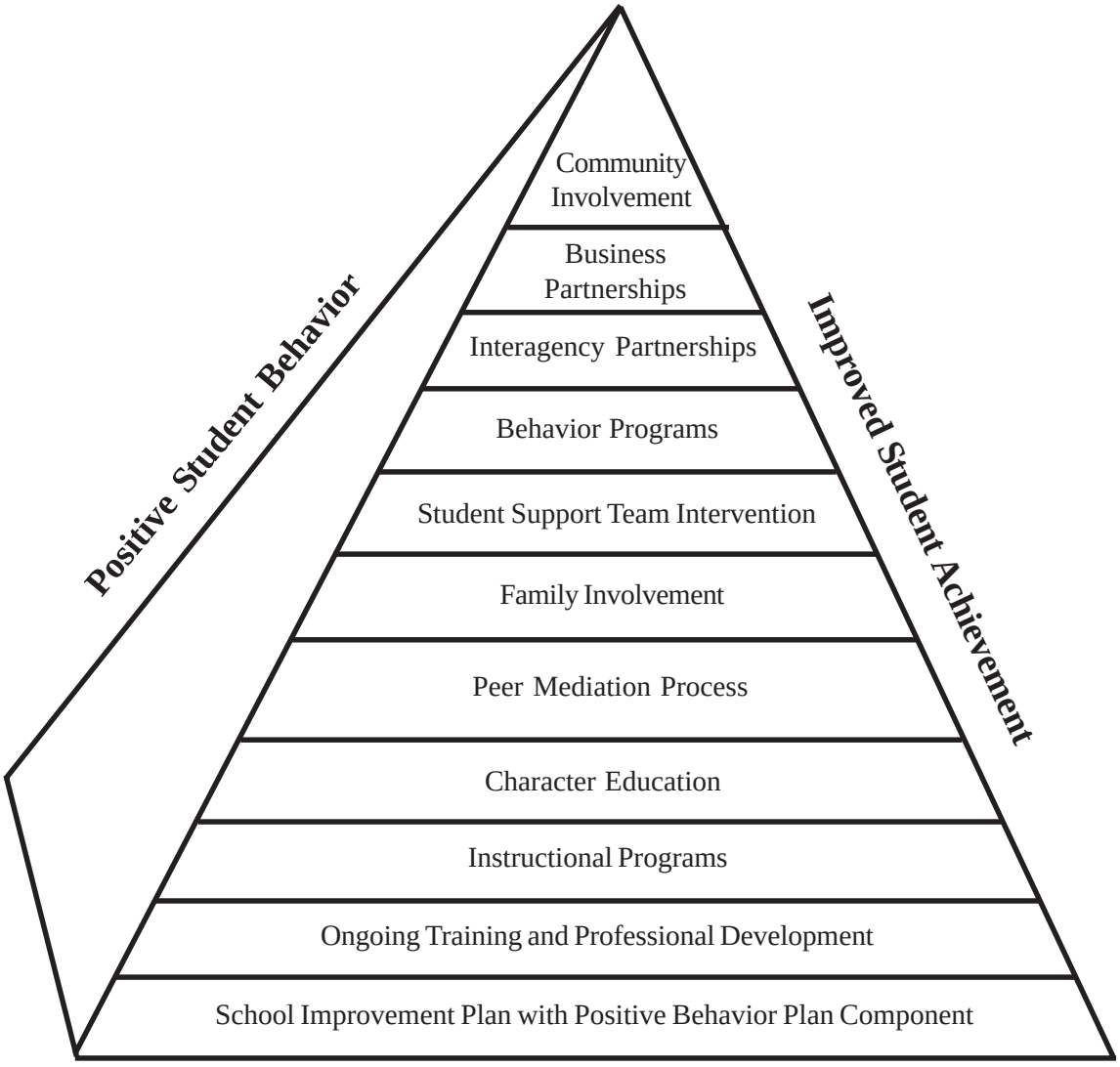
School staffs are further supported by the school system in keeping schools safe and orderly by offering professional development and training in various venues. Each year all school-based administrators are expected to attend the Safe Schools Conference. The purpose for the conference is to emphasize processes, programs, procedures, and protocols which may be used by schools in developing and implementing positive behavior and school safety plans.

The first purpose of this *Positive Behavior Planning Guide* is to provide for school-based administrators and school stakeholders "how-to" steps needed to develop and implement effective positive behavior plans to ensure that student achievement will continue to improve in safe and orderly learning environments. The second purpose of this guide is to delineate resource information pertaining to relevant issues, programs, and strategies that can be used in the behavior planning and management process within the schools to address barriers to learning and enhance competent development. The third and final purpose for this guide is to consolidate information regarding positive behavior planning to provide easy access to all stakeholders.

It is recommended that this guide is read and thoroughly discussed before the school's Positive Behavior Planning Committee begins to develop and implement the schoolwide positive behavior plan.

BALTIMORE COUNTY PUBLIC SCHOOLS
SAFE SCHOOLS PYRAMID

The school system employs many different strategies to ensure school safety and order. The *Safe Schools Pyramid* is characterized by the multiple-strategy comprehensive approach. The **goal** of these strategies is to maintain environments in all schools which are free of fear and conducive to positive learning experiences for all students.



THE TOTAL COMMUNITY

The **Pyramid** has three components: **Place** -- school setting, **People** -- students, teachers, staff, families, community members, and school resource persons, and **Purpose** -- to educate all students in safe environments conducive to positive learning experiences.

The **Pyramid** rests upon the community because each school has its roots in its community and is impacted by what happens in that community.

FORMAT FOR
POSITIVE BEHAVIOR PLAN

Each school's positive behavior action plan is to be a component of its School Improvement Plan. Therefore, use the same format that is used in developing the School Improvement Plan. The following outline is designed to help in the development of the action plan.

I. Behavior Management Data to be Analyzed

A. Students
   1. Names
   2. Grades
   3. Race
   4. Gender
   5. Numbers
   6. Number of referrals (to team leader, counselor, administrator)
   7. Reasons for referrals
   8. Referred by whom (number of times)

B. Level of Academic Success
   1. Grades (academic subjects, special area subjects)
   2. Attendance (absent all day, cutting specific classes)
   3. Mobility
   4. Standardized test scores

C. Level of Instructional Program
   1. Gifted and Talented
   2. Honors
   3. Standard
   4. Special Education
   5. Magnet

D. Support System(s)
   1. Two-parent family
   2. Extended family (grandparents, aunts, uncles, older siblings)
   3. Group home director/counselor
   4. Foster care guardians
   5. Social worker
   6. Homeless
   7. Advocate
   8. Mentor (Big Brother and Big Sister Programs, community)

E. Time of Day of Misbehavior
   1. Before school begins
   2. In hallways
   3. In classrooms
   4. In the cafeteria
   5. In the morning before lunch
   6. In the afternoon after lunch

7. At the end of the school day
8. Outside the school building

F. Interventions
1. Student/teacher conference
2. Assigned teacher detention
3. Parent/guardian telephone contacts
4. Parent/teacher/student conferences
5. Counseling referrals
6. Consultations with school nurse regarding student's medical history
7. Student assistance team referrals
8. Office referrals
9. Student/administrator conferences
10. Office detention
11. In-school suspensions
12. Student/parent or guardian/administrator/teacher conferences
13. Behavior contracts
14. Class change(s)
15. Instructional program change(s)
16. Peer or adult mentor assigned
17. Saturday detentions
18. Suspensions (1 to 10 days)
19. Expulsions
20. Alternative programs/schools
21. Transition plans
22. Follow-up counseling/support by home school
23. Family involvement in school in developing and implementing an individual student behavior plan
24. Alternative school staff involvement in implementing a transition plan
25. Dept. of Juvenile Justice involvement in implementing a transition plan for any student returning to school on probation, on house arrest, or after being incarcerated
26. Interagency and private agency support for student and the family

G. Questions To Be Answered
1. How is data recorded, kept, and used to improve student behavior and student achievement?
2. Who records and keeps the data?
   a. Classroom teachers
   b. Team chairpersons
   c. Assistant principals
   d. Secretaries
   e. Guidance counselors
   f. Alternative school staffs
   g. Pupil personnel workers/social workers
   h. Probation officers
   i. Private assessors

3. Who compiles and shares the packet of all data on an individual student with a chronic behavior problem?
4. How is the data shared with specific staff and how is it used to help the student to improve the behavior?
5. Is behavior data on individual students used by the Positive Behavior Planning Committee in developing and implementing the schoolwide Positive Behavior Plan?
6. Is the Positive Behavior Plan shared with the total staff and supported by most staff, parents, and students?
7. Is the Positive Behavior Plan implemented, evaluated, revised annually, semi-annually, quarterly, based upon student behavior data?

II. Needs Assessment

Discuss and answer questions in School Improvement/Positive Behavior Planning Committee meetings.

A. Identify areas of need
B. Target high impact areas of concern
C. Focus plan on several priorities
D. Write summary statements

III. Root Causes of Misbehavior

A School Improvement Root Cause is a program or condition within the control of the school that contributes to the current state of student achievement or student behavior.

A. Questions To Be Answered and Things To Be Done
    1. How are the root causes identified?
    2. Which of the factors identified as possible root causes are within the control of the school to change?
    3. How are the root causes used to develop goals, objectives, strategies, milestones, and timelines in the plan?
    4. Provide, explain, and explore the “why” data
    5. Give meaning to the “what” data
    6. Determine ways to link cause and effect
    7. Use data to lead to the development of strategies

B. Possible Root Causes

1. School code of conduct has not been clearly communicated and implemented
2. Consequences for disobeying rules are not always perceived as fair and consistent
3. Schoolwide Positive Behavior Plan does not have enough staff input or support
4. Character education needs to be included in the instructional program and modeled
5. Some students do not have clear understandings of classroom routines because the routines are not standardized
6. Planning for and attention to individual learning styles need to be included in daily lessons
7. Some teachers do not have a thorough knowledge of subject content being taught
8. Varied instructional strategies need to be included in daily lessons
9. Staff has not been trained to detect and appropriately address student mood changes
10. Some students do not have skills needed to control personal mood changes or behavior
11. Some students have not experienced a consistent approach to building good character because clear expectations for good citizenship have not been identified or enforced
12. Staff have not been involved in appropriate ongoing staff development and training to learn positive behavior management techniques because the major focus has been on improved student achievement
13. Some students experience academic failures because teacher expectations vary from classroom to classroom
14. Some students misbehave because their levels of instruction are inappropriate
15. Some students avoid teasing by acting out in class when their skills are deficient in specific subject areas
16. Some students feel disconnected from the teaching and learning processes when they feel the teacher has rejected them
17. Some students are misunderstood by other students because there is a lack of understanding or acceptance of cultural differences
18. Some students are misunderstood by some of their teachers because there is a lack of understanding or acceptance of cultural differences
19. Some students misbehave because peer pressure motivates them
20. Some students misbehave by choice when they are trying to impress their peers
21. Some students misbehave to get family attention or support
22. Some students misbehave because family rules/expectations vary from one parent or guardian to the next
23. Some students misbehave because they are living up to labels
24. Some students misbehave because of improper diets
25. Some students misbehave because they neglect to or forget to take prescribed medicines
26. Some students misbehave because they are tired from staying up too late
27. Some students misbehave because they are bullies or bullied
28. Some students misbehave because they simply have not been taught how to behave appropriately.
29. Some students misbehave because they have behavior disorders.

C. Root Cause Analysis
   1. Focuses on what you, the school family, can impact while students are in the school setting
   2. Relies on the professional judgment of the planning team
   3. Engages staff, students, and families in the change process

IV. From Needs Assessment to Strategy

A. Needs Assessment/Priority Need (Summary Statement)
   1. Focus on interpreting data, giving meaning to it, and identifying root causes.
   2. Determine as clearly as possible why the data are at their current levels.
   3. Give attention to possible structural changes in the school, how the school is organized, or the systemic modifications that may be necessary for lasting improvement in student behavior and student achievement.
   4. Plan to implement strategies to ensure that the most critical student behavior needs will be addressed in positive ways.
   5. Use a series of "why" questions to identify the root causes within the control of the school for each of the data areas identified in the positive behavior plan.
   6. Discuss and answer the following questions to determine what the data indicate for your school:
      a. Why are these data important?
      b. Why might these data have occurred?
      c. Why do the data appear this way?
      d. What factors might have contributed to the student behavior data?
      e. In what ways have the instructional programs and behavior plans changed from previous years?
      f. How can the Positive Behavior Committee further explore the assumptions about possible root causes?
      g. What professional development should be planned and implemented to change student behavior in positive ways?
   7. Develop strategy statements for the plan.

V. Positive Behavior Plan

A. Develop the Positive Behavior Plan.
   1. Implement the plan and assess it for its effectiveness throughout the school year.
   2. Answer the following questions as the plan is being implemented:
      a. How is the effectiveness of the plan determined?
      b. When is the effectiveness of the plan determined, and by whom?
      c. How is the plan revised to address root causes of misbehavior and academic achievement?
      d. How is positive behavior management included in the school improvement plan?
      e. What needs to be done by the school system's support staff to help you improve student behavior and student achievement in a safe and orderly school?

VI. Include the Positive Behavior Plan as a Component of the School Improvement Plan by aligning each part of the plan in ways suggested for the School Improvement Plan.

A. Include the needs assessment/data analysis.
B. Specify priority areas. (Goals and Objectives)
C. Identify root causes that are within the control of the school to change.
D. Include strategies that are developed to improve student behavior.

DEVELOPMENT AND IMPLEMENTATION
POSITIVE BEHAVIOR PLAN

COMPONENTS OF THE PLAN

Listed below are components that should be included in your Positive Behavior Schoolwide Plan so that you may develop, implement, analyze, and revise your plan to help improve student behavior and maintain a safe and orderly learning environment so that student achievement may continue to improve for all students:

- Schoolwide positive behavior philosophy
- Needs assessment
- Goal(s)
- Objectives to support goal(s)
- Milestones
- Strategies to achieve the objectives
- Identified persons responsible for coordinating the implementation, analysis, and revision of the plan
- Resources needed to implement an effective plan
- Timeline for implementation to determine results
- Monitoring and evaluation processes
- Data collection procedures and plan for periodic review
- Student behavior and school climate data
- Identified student behavior to be changed
- Schoolwide Code of Conduct
- Schoolwide rules which are to be posted in each classroom and throughout the building (rules which are fair, clear, specific, enforceable, and agreed upon by all stakeholders)
- A plan for training staff, students, and parents/guardians
- A plan for teaching rules to teachers and staff
- A plan for teaching rules and re-teaching rules to students by teachers and staff
- A plan for enforcing rules consistently
- Proactive misbehavior prevention strategies
- Responsive misbehavior intervention strategies
- Misbehavior discipline and alternative strategies
- Descriptions of consistent consequences for infractions (Use the *Student Handbook* and a list of steps agreed upon by staff for most common and recurring discipline infractions and a list of responses teachers are expected to use for each infraction.)
- A system for recognizing and rewarding positive expected behavior
- Emergency procedures to obtain immediate assistance inside and outside the school building

- A system for effective communication within the school and between home and school
- Procedures to determine the effectiveness of the plan (for example, the School Wide Information System, SWIS)
- Procedures to revise and reinforce the plan

STEPS NEEDED TO DEVELOP THE PLAN

STEP 1 -- Assign the Positive Behavior Committee

The committee should include a diverse group of volunteer stakeholders that represents all members of the school's family. Involve the stakeholders in developing, implementing, assessing, and supporting the Positive Behavior Plan. Everyone should come to consensus on schoolwide behavioral expectations. The plan should be developed on a framework of prevention, intervention, and alternative strategies.

The purpose for the Positive Behavior Plan should be to recognize and reward positive behavior, prevent misbehavior, and develop positive ways to maintain a safe and orderly learning environment so that student achievement will continue to improve.

Consider including the following stakeholders on the committee or as supporters of your Positive Behavior Plan:

- Principal
- Assistant principals
- Teachers
- Support staff (including bus drivers, cafeteria staff, building and maintenance staff)
- Students
- Parents/guardians
- Business partners
- Community members

STEP 2 – Have the committee review the *Blueprint for Progress* and the *Master Plan*

The committee should review Performance Goals 4 and 6 to determine how to develop an effective positive behavior plan and include parents/guardians, business, and community members in the process.

STEP 3 – Collect and analyze data

As an important part of your school's positive behavior plan, a data collection system must be established.

Gather and use student behavior, attendance, and school climate data. (Before data collection begins, determine how the data will be shared and used. The assessment will likely produce unanticipated data.)

Review undesirable behavior data

- Office referrals
- Time-out room records
- Detention records
- Telephone contacts with parents/guardians
- In-school parent/guardian conferences
- Observations of behaviors within hallways, lavatories, cafeteria, on playing fields, on buses, and during extra-curricular activities
- In-school suspension reports
- Suspension reports
- Expulsion reports
- Interagency department referrals/contacts (Health, Police, Juvenile Justice, Social Services)
- Grade distribution lists (D and E grades)

Review desirable behavior data

- Attendance records
- Grade distribution lists (A, B, C grades)
- Honor rolls
- Extra-curricular activities participation
- Sports participation
- Recognition activities/programs
- School clubs and organizations
- Community service records

Analyze data to identify areas in which improvement is needed.

STEP 4 – Review school system key strategies and performance indicators for Goals 4 and 6 before developing school goal(s) and objectives and the *Master Plan*

Use the school system's goals, strategies, and indicators as guides in developing a philosophy statement, and positive behavior goal(s) and objectives for your school.

STEP 5 – Develop a mission statement

The school's mission should be focused on educating all students in school environments that are safe and conducive to learning and engaging parents/guardians, business, and community members in the educational process.

STEP 6 – Establish positive behavior goal(s) and objectives

After the committee has reviewed and analyzed student behavior data (desirable and undesirable), they should administer a climate survey (include staff, students, and parents/guardians in the survey), establish specific goal(s) to improve student behavior within three to five years. The committee should also establish one-year objectives and strategies to achieve goal(s). The committee should answer the following questions:

- Who will be responsible for the achievement of goal(s)?
- What resources will be needed to achieve goal(s)?
- What will be the timeline needed to implement the plan effectively?
- What will be the monitoring and evaluation processes used to implement the plan?
- Who will be assigned the responsibility of monitoring the implementation of the plan?

STEP 7 – Identify the purpose for the plan
To be effective, the positive behavior plan's focus should be on improving student behaviors that interfere with teaching and learning in a positive learning environment.

STEP 8 – Identify root causes for the need of the plan
At this stage of developing the positive behavior plan, focus on interpreting the data, giving meaning to them, and identifying root causes. Linking cause and effect is difficult to do in a school setting where a complex mix of inputs and practices influence student behavior and student achievement. The purpose for the committee identifying root causes is to determine as clearly as possible why the data are at their current levels, based on the carefully considered professional judgment of the members of the committee and how to plan to make positive changes in students' behavior which will result in better data. A series of "why" questions must be asked and answered by the committee to identify root causes.

STEP 9 – Identify and focus on targeted group(s) in the plan
After identifying root causes for developing an action plan, the committee should determine on which students to focus.

STEP 10 – Establish milestones, timelines, and expected outcome(s)
Milestones are the assessments used to measure student behavior improvement during the school year. Timelines are used to collect and analyze data at specific times during the school year to determine the effectiveness of the plan. The anticipated outcomes are the changes that are expected as a result of developing and implementing the positive behavior plan.

STEP 11 – Develop a schoolwide code of conduct

To be effective, a schoolwide code of conduct must be distinguished by clear limits, consistency, and caring. A code of conduct defines the operating principles of the school community: how administrators, staff, students, and families are expected to interact with one another. The statements comprising a code of conduct should relate directly to the school's mission, goals, and vision of the school community.

A typical code of conduct is comprised of a few value and vision statements such as these:
- I am respectful
- I am responsible
- I am safe
- I am prepared

We are here to learn, therefore:

- I will do nothing to keep my teachers from teaching or anyone from learning
- I will cooperate with my school family
- I will respect others, the environment, and myself.

The code of conduct should be standards against which all behaviors, rules, and procedures are evaluated as either correct or incorrect in the school setting.

STEP 12 – Communicate the code of conduct

The code of conduct should be communicated clearly and repeatedly to all stakeholders. The code should be posted in all common areas of the school building and in every classroom.

- Inform all members of the school's family and encourage them to make a commitment to help enforce the code of conduct
- Promote community awareness and support
- Check for understanding and acceptance of the code by teachers, support staff, students, and families
- Develop a system to orient new staff, teachers, substitutes, new families, and community members
- Provide periodic training to keep teachers, staff, and families abreast of current methods of recognizing and rewarding positive behavior, disciplining, enforcing the code of conduct.
- Ensure that students from other schools (within and outside BCPS), all cultures, and other counties thoroughly understand what is expected of them so that they will know exactly how to obey the school's code of conduct.

STEP 13 – Teach students the code of conduct

Students must be taught the code of conduct if they are expected to obey it, therefore, each teacher should be trained to teach and expected to teach and re-teach the code of conduct. Each teacher should also be expected to incorporate it into lessons as often as possible to remind students of its importance in a school environment that is safe and conducive to learning. Each teacher should follow the following procedures:

- Identify and discuss correct and incorrect behaviors
- Explain behavior expectations to students
- Establish specific classroom procedures and routines
- Teach the code of conduct
- Involve students in establishing a few classroom rules that will be enforced fairly and consistently
- Share the code of conduct and classroom rules with parents/guardians and seek their support in teaching the code and encouraging students to obey the rules
- Review and re-teach the code to students, as needed, to help them understand and adhere to schoolwide behavior expectations.

STEP 14 – Establish rules

All rules need to be clear, specific, and enforceable. Rule adherence is likely to be more effective when students have a role in their development, modification, and implementation. Remember to seek input from all students (race, gender, and ethnicity). Engage students in class discussions to ensure that all students have input in establishing the rules.
Effective rules are:

- Based on the school's positive behavior mission and goal(s)
- Clear and specific
- Stated in behavioral terms so that everyone can always tell whether or not the rule is followed or broken
- Stated in a positive manner, telling students what to do rather than what not to do
- Short and few in number
- Stated so that they make sense to everyone.

Classroom rules may include:

- A compliance rule: Follow your teacher's directions/instructions.
- A preparation rule: Come to class with books, pencils, paper, notebook, and completed home assignment.
- A talking rule: Raise your hand and wait for permission to speak.
- A classroom behavior rule: Keep your hands and feet to yourself.
- An on time rule: Be in your seat when the bell rings.
- A transition behavior rule: Walk down the hall quickly and quietly.

Because most misbehavior takes place in classrooms, every teacher should be expected to review and enforce rules, as needed, to help students understand and adhere to classroom expectations.

IMPLEMENT THE PLAN

After the committee has developed the action plan, then prevention, intervention, and alternative strategies need to be implemented to ensure safety and order in the school environment. Challenging behaviors interfere with the teaching and learning processes, therefore, it is essential to plan proactive strategies that are designed to prevent, change, or punish behaviors that are inappropriate in school.

RESPONSIVE INTERVENTION STRATEGIES THAT MAY BE USED

As you implement your school's Positive Behavior Plan, the following intervention strategies are suggested for your use in managing student misbehavior and preventing it from escalating:

- Institute a schoolwide discipline referral process (for example, Positive Behavior Intervention Systems' School Wide Information System, PBIS/SWIS, or Discipline Pro)
- Use positive/cooperative classroom discipline procedures

- Teach and re-teach code of conduct and classroom rules
- Implement best practices used effectively by other teachers
- Develop and use a cooperative discipline referral form
- Use the Student Support Team to help determine ways to help students behave correctly
- Use the Student Support Team to help develop and implement an individual behavior plan for students displaying chronic behavior problems
- Use the ARD Team to conduct a functional behavior assessment and develop an individual behavior plan for special education students
- Provide a conflict resolution and peer mediation program for students
- Develop and use conflict resolution contracts when appropriate
- Include a home component in individual student behavior plans
- Confer with all students referred to the office to be disciplined
- Review and discuss with students referred to the office to be disciplined the teacher's discipline referral information
- Hold parent-student-teacher conferences, as needed
- Determine fair and consistent consequences for misbehavior by using the *Student Handbook*
- Enforce established rules fairly and consistently
- Discipline students in a timely manner (within 24 hours, if possible)
- Provide in-school counseling support to encourage students to change negative behaviors
- Use student carrels when students need to work alone
- Restrict privileges to encourage positive behavior changes
- Provide time-out areas and rooms as cooling off areas for students
- Use the Student Support and ARD teaming processes to assess student learning and emotional disabilities
- Assign students detention
- Suspend students from school when it is deemed necessary for Category I offenses.

DISCIPLINE AND ALTERNATIVE STRATEGIES

The following discipline and alternative strategies should be developed to manage challenging behaviors that do interfere with teaching and learning in school environments that are safe and conducive to learning:

- Involve parents/guardians in all out-of-school discipline processes
- Include strategies to incorporate all learning styles in daily lessons
- Determine appropriateness of each student's instructional programs/levels
- Adjust each student's schedule/class placements to meet his/her educational needs
- Provide a non-traditional learning environment/school to meet educational needs of individual students
- Use Saturday school and in-school alternatives to suspensions from school to encourage students to behave correctly

- Follow specified discipline procedures required by law when disciplining special education students
- Suspend students from school when it is deemed necessary for Category II offenses
- Suspend and recommend Board expulsions from school when it is deemed necessary for Category II and III offenses
- Participate proactively in the enrollment of students in alternative programs or schools
- Identify and involve a home school liaison in preparation processes when students are ready to return to the home school from an alternative program or school
- Identify and involve appropriate staff in developing, implementing, and assessing the effectiveness of students' transition plans when they return to the home school
- Develop and institute re-entry intake conference procedures for students returning to the home school from alternative programs and schools
- Include an alternative school liaison, parents/guardians of students, and appropriate staff and resource personnel in reinstatement conferences for students
- Re-enter students in the home school
- Monitor students' adjustment, acceptance, and progress in home school after returning from alternative programs and schools for at least two marking periods
- Revise or discontinue students' transition or individual behavior plans when students behave correctly after a specified period of time.

ASSESS EFFECTIVENESS OF THE PLAN

To help determine the effectiveness of your Positive Behavior Plan, the following procedures should be followed:

- Select a method for gathering and evaluating data (for example, use the School Wide Information System or Discipline Pro)
- Establish milestones to measure the progress toward achieving the stated objectives
- Evaluate changes in students' behaviors and perceptions of the school's climate
- Evaluate changes in teachers' attitudes toward students, behaviors, and perceptions of the school's climate and its impact on student achievement
- Evaluate changes in parents'/guardians' behaviors and perceptions of the school's climate
- Evaluate changes in administrators' attitudes toward staff, students, parents, behaviors, and perceptions of the school's climate and its impact on student achievement
- Evaluate changes in student behaviors on buses, in the cafeteria, in hallways, throughout the school building, and outside the school building
- Share evaluation results with all stakeholders after data has been collected and analyzed
- Celebrate and recognize positive changes as they are made
- Revise the plan, as needed, based on a thorough analysis of data collected.

REINFORCE THE PLAN

If the plan is not enforced in a fair and consistent manner, some students may choose to break school rules and not follow the code of conduct. Therefore, you should always use established and revised implementation strategies to reinforce your school's Positive Behavior Plan. All students, staff, parents/guardians must be convinced that students are expected to behave correctly at all times if the school is to achieve its established learning and behavior goals in a safe environment that is conducive to positive learning experiences for all students.

POSITIVE SCHOOL CULTURE AND CLIMATE

The culture and climate of the school are key components in maintaining safe and orderly learning environments for all students. The school culture and climate should ensure that:

- Students feel physically safe
- Students feel emotionally safe
- Parents/guardians and community members feel welcome
- Parents/guardians and community members are supportive and involved
- Staff work as a team
- Staff are approachable
- There is good communication with parents/guardians and community members
- All members of the school community are respected
- There is sensitivity and respect for diversity in culture, socio-economic status, and ability.

Feedback from staff, students, parents/guardians can be invaluable data as you plan and implement the school's positive behavior plan. The positive school culture and climate assessment forms included in this guide may be used to provide feedback for the planning committee and staff.

POSITIVE BEHAVIOR
STUDENT SCHOOL CULTURE AND CLIMATE
ASSESSMENT FORM

The purpose of this survey is to help determine how you feel about the climate of the school. **This is not a test.** There are no right or wrong answers. Your answers will be kept completely confidential. On the answer sheet, darken the letter that represents your answer. Use a number two pencil to record your answers.

1. Do you believe that a good education is important?
   a. yes
   b. no
2. Do you enjoy coming to school?
   a. yes
   b. no
   c. sometimes
3. Do the adults in the school make you feel that a good education is their top priority for you?
   a. yes
   b. no
   c. some do
   d. some do not
4. Are you proud to be a student in this school?
   a. yes
   b. no
5. Do you stay after school to participate in extra-curricular activities and sports?
   a. yes
   b. no
6. Are you usually satisfied with the way you and other students are treated in school?
   a. yes
   b. no
7. Do most of the adults in the school seem to care about you as an individual?
   a. yes
   b. no
8. Can you usually count on most adults in the school to listen to your side of a story?
   a. yes
   b. no
9. Is there at least one adult in the school to whom you can talk about your feelings, concerns, issues, or problems?
   a. yes
   b. no
10. Do students usually have some input in planning student activities in the school?
    a. yes
    b. no

11. Do you believe that most students in the school show respect for each other?
    a. yes
    b. no
12. Do you believe that most students in the school have been taught, know, and obey the school's Code of Conduct and follow school rules?
    a. yes
    b. no
13. Do you usually show respect toward students in the school?
    a. yes
    b. no
14. Do you believe the principal and assistant principal(s) usually enforce school rules fairly and consistently for all students?
    a. yes
    b. no
15. Do you believe that most teachers usually enforce school rules fairly and consistently for all students that they teach and monitor on special duties?
    a. yes
    b. no
16. Is your school neat and clean most of the time?
    a. yes
    b. no
17. Do most of your teachers insist that all students treat each other with dignity and respect?
    a. yes
    b. no
18. Do most of your teachers include student input in developing classroom rules?
    a. yes
    b. no
19. Do you believe that most students of all racial groups in the school get along with each other?
    a. yes
    b. no
    c. usually
    d. seldom
20. Do you believe that students of all racial groups in the school are usually able to work out their problems with each other without fighting and without adult support?
    a. yes
    b. no
    c. usually
    d. seldom
21. Do you believe peer mediation is helpful in solving students' conflicts and problems?
    a. yes
    b. no

22. Do you believe that a small group of students in the school cause most of the behavior problems in the classrooms, hallways, cafeteria, etc.?
    a. yes
    b. no
23. Do you feel it is your responsibility to tell teachers or administrators about drugs, weapons, or rumors of fights and other acts of violence when you hear about them?
    a. yes
    b. no
24. Do you tell teachers or administrators about drugs, weapons, or rumors of fights and other acts of violence when you hear about them?
    a. yes
    b. no
25. Do you observe or participate in teasing and harassing students outside your group of school friends?
    a. yes
    b. no
26. Do you usually try to treat everyone the way that you want to be treated?
    a. yes
    b. no
27. Do you try to be the best student that you can be in each of your classes?
    a. yes
    b. no
28. Do you enjoy learning and feel capable, connected, and able to contribute in the learning activities in your classes?
    a. yes
    b. no
29. Do you feel safe in your school?
    a. yes
    b. no

POSITIVE BEHAVIOR
STAFF SCHOOL CULTURE AND CLIMATE
ASSESSMENT FORM

The purpose of this survey is to help determine how you feel about the climate of the school. There are no right or wrong answers. Your answers will be kept completely confidential. On the answer sheet, darken the letter that represents your answer. Use a number two pencil to record your answers.

1. Do you have high academic expectations for all students in the school?
   a. yes
   b. no
2. Do you enjoy teaching/working in the school?
   a. yes
   b. no
   c. sometimes

1. Do all staff in the school make you feel that excellence in academic achievement is their top priority for all students?
   a. yes
   b. no
   c. some do
   d. some do not

1. Are you proud to be a staff member in this school?
   a. yes
   b. no
2. Do you volunteer to stay after school to serve as an advisor of extra-curricular activities or as a coach of sports?
   a. yes
   b. no
3. Are you usually satisfied with the way you and other staff are treated by each other and by students in school?
   a. yes
   b. no
4. Do most of the adults in the school seem to care about each other and all students?
   a. yes
   b. no
5. Can you usually count on most staff in the school to assist you with planning effective lessons and managing student behavior, if you seek assistance?
   a. yes
   b. no

9. Is there at least one staff member in the school to whom you can talk about your concerns or issues as they relate to student achievement or student behavior?
   a. yes
   b. no

10. Do most staff and students usually have some input in planning student activities in the school?
    a. yes
    b. no
11. Do you believe that most students in the school show respect for each other?
    a. yes
    b. no
12. Do you believe that most students in the school have been taught, know, and obey the school's Code of Conduct and follow school rules?
    a. yes
    b. no
13. Do you usually show respect toward students in the school?
    a. yes
    b. no
14. Do you believe the principal and assistant principal(s) usually enforce school rules fairly and consistently for all students?
    a. yes
    b. no
15. Do you believe that most teachers usually enforce school rules fairly and consistently for all students that they teach and monitor on special duties?
    a. yes
    b. no
16. Is your school neat and clean most of the time?
    a. yes
    b. no
17. Do most teachers and staff insist that all students treat each other with dignity and respect?
    a. yes
    b. no
18. Do you believe that most teachers include student input in developing classroom rules?
    a. yes
    b. no
19. Do you believe that most students of all racial groups in the school get along with each other?
    a. yes
    b. no
    c. usually
    d. seldom
11. Do you believe that students of all racial groups in the school are usually able to work out their problems with each other without fighting and without adult support?
    a. yes
    b. no
    c. usually
    d. seldom

11. Do you believe peer mediation is helpful in solving students' conflicts and problems?
    a. yes
    b. no
12. Do you believe that a small group of students in the school cause most of the behavior problems in the classrooms, hallways, cafeteria, etc.?
    a. yes
    b. no
25. Do you feel it is your responsibility to tell administrators about drugs, weapons, or rumors of fights and other acts of violence when you hear about them?
    a. yes
    b. no
25. Do you always tell administrators about drugs, weapons, or rumors of fights and other acts of violence when you hear about them?
    a. yes
    b. no
26. Do you observe teasing and harassing of students and just consider the behaviors as kids being kids?
    a. yes
    b. no
27. Do you usually try to treat everyone the way that you want to be treated?
    a. yes
    b. no
28. Do you try to be the best teacher/staff member that you can be each day in school?
    a. yes
    b. no
29. Do you show students that you care about all of them by trying to make them feel capable, connected, and able to contribute in the learning activities in your classes or in your presence during none teaching times?
    a. yes
    b. no
30. Do you feel safe in your school?
    a. yes
    b. no

Parent/Guardian
School Culture and Positive Behavior
Assessment Form

This survey is designed for you to share what you believe about the quality of communication, respect, and behavior in our school. Our Positive Discipline committee will use this information as they plan. Please take a moment to share your thoughts on the following statements. Read each statement and determine how much you agree with that statement. Place an **X** in the appropriate column.

		Strongly Agree	Agree	Don't Know	Disagree	Strongly Agree
1.	I know the school rules and behavioral expectations for my child.					
2.	My child understands the school rules and discipline code.					
3.	I believe that school rules protect my child in school and on the bus.					
4.	School rules are clear, fair, and consistently enforced.					
5.	I feel it is important for my child to obey the classroom and school rules.					
6.	The school staff contacts me promptly about any problems or concerns involving my child.					
7.	Teachers respond to my concerns in a timely manner.					
8.	My child's teachers recognize good student choices and behavior.					
9.	My child's teachers contact me to share good news about my child.					
10.	Appropriate interventions are provided for students who break the rules.					

Parent/Guardian
School Culture and Positive Behavior
Assessment Form

		Strongly Agree	Agree	Don't Know	Disagree	Strongly Agree
11.	Students are encouraged to make good decisions.					
12.	Our school sees parents as important partners.					
13.	Parents have opportunity to provide input into school decisions.					
14.	I believe that school personnel respond positively to my concerns.					
15.	I believe that the principal listens to the concerns and ideas of parents.					
16.	Students at our school show respect for each other.					
17.	Students show respect for all adults in the building.					
18.	Teachers treat students fairly and with respect.					
19.	The school staff treats parents and family members with respect.					
20.	I feel there is a school-wide effort to develop relationships among all students that is based on mutual respect and effective communication practices.					

BEING SENSITIVE TO THE NEEDS OF ALL STUDENTS

Being sensitive to differences is a means for educators and students to better understand each other. When we are sensitive we can avoid unnecessary conflict and even the playing field for all students. In the Baltimore County Public Schools' *Blueprint for Progress*, the first belief statement is, "We believe that all students will learn and achieve." This belief can only be realized when the necessary conditions for that learning are provided: a rigorous curriculum, highly qualified teachers, and proven strategies for learning. While student success ultimately depends on the individual, it is the relationship between and among teacher, child, and parents/guardians that will provide the supportive environment necessary for high achievement. The continuing commitment of the school system in support of this relationship has a significant effect on ensuring that all students succeed at high levels.

We know that all students are not the same. They are different in the ways they look, the ways they approach situations, the ways they learn, and the ways they behave. Our goal as educators is to welcome diversity by channeling all of those differences, including cultural differences, into a nurturing and caring school environment where teaching and learning is maximized for all students. To do this, we ask all members of the school community to incorporate the following within the school environment.

- Make learning and behavioral expectations clear to students and their families, through the publication of the school's mission statement in school newsletters, during morning announcements, and by posting the mission statement in prominent places in the building.
- Respect each student's ethnic and socioeconomic background by finding effective ways to communicate with them. Use the ESOL teacher, the guidance counselor, the school nurse, or any other person in the school that knows that family to assist you. Also use resource staff to assist you and your students who may have language barriers.
- Develop an understanding of the roles of language, race, culture, and gender in teaching all students by learning all that you can about each of the students in your classes. This research is available in books, educational publications and on-line.
- Be approachable to all students and their parents/guardians to promote good communication, to encourage students to ask questions, and to encourage input from parents/guardians designed to improve student achievement.
- Help parents/guardians clearly understand their roles as partners in the educational processes by sending written notes home with suggestions for helping their child. These notes may need to be translated into other languages as necessary.
- Get to know each student, his/her family, and culture by providing opportunities for all students and their parents/guardians to share information about themselves and their culture.
- Model expected classroom behaviors so that students can see and hear what is expected.

- Explicitly teach the school's code of conduct and classroom rules in the classroom or during grade level meetings.
- Demonstrate caring to all students, caring is the key to understanding. Remember that a child does not care how much you know until he/she knows how much you care. This can be done through one to one conferences, notes home, interim reports, etc.
- Set high expectations for students and strive to help them achieve at their highest possible levels. This can be achieved by setting the goal for each class, differentiating lessons and outcomes, as appropriate, for students with learning differences, and making learning relevant for students.
- Communicate high expectations, respect, and interest to all students.
- Teach students how to study until they develop study techniques that will result in maximized learning. This may be done by modeling note taking, providing visual organizers and notes, and pre-teaching some elements of the lesson before a new unit begins to provide a context for learning the new information.
- Plan and teach lessons that are designed to keep all students interested and engaged in all of the learning experiences. Connect the content to students' real life experiences and vary the delivery of the content.
- Use a variety of teaching strategies that employ verbal, visual, and written methodologies. Provide group learning activities as well as individual activities to address learning styles.
- Encourage every student to participate in each learning activity by capitalizing upon each student's strengths as you strive to meet the standards of the courses of studies.
- Give clear, constructive feedback to help students maximize achievement.
- Use a variety of methods to determine each student's understanding of instructional principles and the quality of completed assignments.
- Encourage all students to participate in pro-social roles in the classroom and in extra-curricular activities.
- Personalize learning experiences and extra-curricular activities to give all students opportunities to assume positions of leadership and responsibility.
- Enforce the school's code of conduct and rules in a fair and consistent manner. Do not tolerate bullying, teasing, and harassment of any kind.
- Encourage parent participation in the classroom and in all school activities or programs.
- Participate in professional development designed to improve teaching and learning for all students.
- Participate in professional development designed to teach you how to help parents/guardians envision a successful future for their children so that they may help their children with college and career preparations.
- Continue to examine critically your own values, beliefs, learning styles, and communication behavior to make sure that you model the behaviors that you expect all students to learn and model.
- Develop in-depth cultural and ethnic understanding of all students, so that they will be encouraged by you to conform to the school's learning and behavioral expectations.

CHARACTER EDUCATION

Character education is a matter of national concern. All education is infused with values and character development. In the Baltimore County Public Schools, character education includes the study and practical application of ethics and conduct codes acceptable to society. It provides a variety of opportunities to develop skills necessary to determine right from wrong, to understand consequences, and to make appropriate choices. It recognizes that there are no simple answers to complex questions and respects each individual's right to privacy.

A common core of values and good character traits are taught directly through the curriculum and indirectly by practices throughout the school. Commitment to character education should permeate the entire school---content of the curriculum, classroom procedures, and the administration of the school. In every class and throughout the school, educators, support staff, and students demonstrate values and character though actions, procedures, and attitudes.

Because issues such as student achievement, student behavior, drug education and environment education have direct implications for character education, the Baltimore County Public Schools is committed to the integration of character education in its instructional program. Every subject in the curriculum, as well as all aspects of school life, contains infinite opportunities for helping students to develop positive values and good character.

It is at the local school level that the character education process can be established most effectively. A study of the student population should be coupled with an analysis of the larger school community. This study of the larger community should include a degree of interaction between adults and students, the impact of peer groups, the significance of family influence, and the role of religion and civic groups in instilling values and in developing good character.

Communication and involvement are key components of a successful character education program. Members of the school community including the Superintendent of Schools, the Parent Teacher Association, the school faculty, support staff, parents, and community leaders must accept and encourage the need for the program. Everyone in the education community should see character education as a key responsibility of the school and view it as an integral and supportive part of the existing curricular and extracurricular programs, and the positive behavior component of the school improvement plan. Key members of the school community must work together enthusiastically and thoughtfully to design and implement the character education program.

The *How to Establish a Character Education Program in Your School: A Handbook for School Administrations* guide should be used by the school's positive behavior committee so that character education may be included in the schoolwide positive behavior plan. The committee should use the following steps in the school's character building process:

- Appoint the positive behavior committee.
- Examine background materials.

- Invite community leaders to express their views.
- Reexamine the school's current philosophy and mission.
- Establish the significance of teachers and support staff members as role models.
- Identify the school's need for character education.
- Create strategies to implement character building processes.
- Implement the schoolwide positive behavior plan.
- Evaluate the plan for its effectiveness at the end of each semester.
- Revise the plan based upon the analysis of student behavior data.

Initially, much of the emphasis of the positive behavior committee may focus upon the identification or given priorities, both short- and long-range and the accompanying development of an action plan that includes the character education processes. Staff development should be a key and continuing component of the process with its nature varying according to the needs and priorities of the school faculty and support staff.

At the same time that concurrent activities of the committee are taking place, emphasis should be placed on classroom activities which support the overall thrust of the character education program. Development of a consistent and ongoing program of character education within the context of classroom instruction is an essential element of success for institutionalizing the character building process. Carefully designed classroom activities provide the most effective means for integrating character education directly into instruction.

It is essential to emphasize that a key element to a successful character education program is actual classroom instruction in character education that begins with the inclusion of values being modeled and taught in the school's curriculum.

Throughout all stages of the education building process, the work of the committee and the implementation of character building strategies should be highly visible, with ample opportunities for input from teachers, students, parents/guardians, support staff, and the community.

PEER MEDIATION PROCESS

The Office of Guidance and Counseling Services has supported the development of Peer Mediation programs at both the elementary and secondary school levels through the coordination and leadership of school counselors. Peer Mediation is a program designed to deal with student-to-student conflict in school settings. Students are identified and trained to serve as trained peer mediators. Student training is designed to provide students with communication skills and problem-solving strategies that lead to the resolution of a conflict.

The counselor orients the school staff to the purpose of a peer mediation program and explains to stakeholders its process and expected outcomes. The targeted audience for peer mediations is students in conflict or disagreement with one another. Those referred to mediation must evidence a sincere desire to resolve this conflict without resorting to violence. Because there is often an imbalance in power, peer mediation is not recommended as a way to resolve bullying.

The role of the peer mediator is critical to the success of mediation. A Peer Mediator does not take sides, but serves as a listener to help students in conflict reach agreement. The purpose of any mediation is to have both sides really listen to one another and to understand the problem from two perspectives.

There are general rules that the disputants are to follow:

- Listen to one another without interrupting
- Be respectful to one another
- Tell the truth
- Keep whatever is said confidential
- Work together to solve the problem.

The mediators, there are usually two who work together, one listening and the other asking questions, follow the pattern below:

- They ask, *What happened?*
- They follow up with, *How did it make you feel?*
- They encourage the other person to restate what the other person just said.
- They work with both parties to brainstorm solutions
- They develop with the disputants an agreement for a plan of action, which the disputants sign.
- They share the results of the mediation with the counselor and encourage the disputants to share with their teachers.

The most effective use of peer mediation is when it is tied to a schoolwide program on conflict resolution in which teachers are trained to employ these principles and peer mediation services as part of their overall classroom management strategies.

WHY FAMILY INVOLVEMENT IN IMPLEMENTING THE POSITIVE BEHAVIOR PLAN?

Schools make the difference in reaching parents who have not typically been actively involved in their children's education. Involving families in the education of their children has a positive effect on student achievement and student behavior. Family involvement is most beneficial when it is well-planned, systematic, long lasting, and when parents play many roles. Listed below are some suggested ways to involve more families in helping to ensure the maintenance of safe and orderly environments that are conducive to learning.

Remember the importance of parent/guardian involvement

- Parents/guardians care about their children and want to help them.
- Parents/guardians want their children to learn and all children can learn.
- Social, emotional, and academic development of children is enhanced when school, family, and neighborhood find positive ways to communicate, join forces, and become partners in the children's interests.
- Families should be educators' partners, not competitors. Therefore, we must find ways to share overlapping roles and responsibilities in positive ways.
- Educators and families working together to solve problems address the needs of all stakeholders.
- Social, emotional, and academic development of children can be enhanced when educators and parents work together as partners.
- Educators should assist students and families in obtaining needed support services.
- Parents regardless of ethnicity, socioeconomic levels, and cultural backgrounds can contribute in positive ways to their children's education.

Use existing parent groups to develop a collaborative team approach to encourage parent/guardian involvement

Major Functions of the Parent Team

- To be an essential partner in developing a plan for positive behavior.
- To serve in the capacity of decision-makers on subcommittees.
- To act as advocates in the safe and orderly learning environments.
- To serve on all appropriate school teams or committees, for example, on the School Improvement Team or the Positive Behavior Committee.
- To be actively involved in systematically assessing and addressing needs of the larger community.
- To develop outreach strategies for participation of hard to reach parents/guardians.
- To provide ongoing parent education and involvement opportunities.

STANDARDS FOR FAMILY INVOLVEMENT

Based on the research of Dr. Joyce Epstein at Johns Hopkins University, the National PTA adopted the Six Standards of Parent Involvement as a framework for encouraging and implementing parent involvement in their children's education. The Maryland State Department of Education's *Bridge To Excellence Master Plan* and the Baltimore County Public Schools' *Blueprint for Progress, Focused on Quality: Committed to Excellence* performance goals and indicators for family involvement aligns with these Six Standards of Parent Involvement.

Standard I: Communication between home and school is regular, two-way, and meaningful

- MSDE Family Involvement Goal 1: In partnership for student success, schools and families will communicate more frequently and clearly about academic opportunities, school performance, student progress, and school-family partnerships.
- BCPS Performance Goal 6: Engage parents/guardians, business, and community members in the educational process.

Standard II: Parenting skills are promoted and supported

- MSDE Family Involvement Goal 1: In partnership for student success, schools and families will communicate more frequently and clearly about academic opportunities, school performance, student progress, and school-family partnerships.
- BCPS Performance Goal 6: Engage parents/guardians, business, and community members in the educational process.

Standard III: Parents and family members play an integral role in assisting student learning

- MSDE Family Involvement Goal 3: In partnership for student success, families will support academic achievement at home by reading with children, helping them with homework, and engaging them in educational activities.
- BCPS Performance Goal 6: Engage parents/guardians, business, and community members in the educational process.

Standard IV: Volunteering – Parents are welcome in the school; their support and assistance are sought

- MSDE Family Involvement Goal 4: In partnership for student success, parents and community members will volunteer in support of school improvement and student success.
- BCPS Performance Indicator 6.2 for Goal 6: Increase the number of volunteers and tutors in support of student achievement annually by 10 percent per school.

Standard V: Parents are full partners in school improvement processes, school advocacy, and leadership

- MSDE Family Involvement Goal 5: In partnership for student success, parents, schools, and community members will collaborate on educational decisions that affect children, families, and school improvement.
- BCPS Performance Goal 6: Engage parents/guardians, business, and community members in the educational process.

Standard VI: Community Collaboration

- MSDE Family Involvement Goal 2: In partnership for student success, schools and communities will work together to support families' parenting skills and developmental activities that prepare young children for school and promote ongoing achievement.
- BCPS Performance Goal 6: Engage parents/guardians, business, and community members in the educational process.

CONSIDERING THE PARENT/GUARDIAN CONTRIBUTION

It is important for parents'/guardians' contributions to be embedded in all aspects of school improvement planning. The following questions should be used as a guide to gain parent/guardian perspectives in the development and implementation of the school's positive behavior plan:

- How will parents/guardians be involved in all phases of planning?
- How will parents/guardians be involved in all phases of implementation?
- How will input be gathered from a large, representative group of parents/guardians?
- How can the positive behavior plan be communicated effectively to all parents/guardians of students in the school?
- How will the school get feedback from parents/guardians on the positive behavior plan?
- How will use of the Positive Behavior Parent/Guardian Survey results be used in developing and implementing the positive behavior plan?

When developing documents/newsletters that will be shared with parents/guardians, consider the following:

- Readability
- Parent-friendly language (Limit the use of educational jargon, acronyms, etc.)
- Information to be conveyed (Use of more visuals as opposed to overly wordy text)
- Length of documents/newsletters (Remember…. 80 percent of people will spend just 30 seconds reading what is sent home.)
- Special considerations:
  - Are the documents/newsletters available in other languages?
  - Will interpreters be needed to communicate information effectively?
  - Will people with different cultural or ethnic backgrounds understand the content in documents/newsletters?

Because English is not the first language in many families and sign language is used in some families, some parents/guardians might need the help of a foreign language or a sign language interpreter. The Office of World Languages should be contacted for support when a foreign language interpreter is needed. The Office of Special Education should be contacted for support when a sign language interpreter is needed.

POSITIVE BEHAVIOR PLANNING
TO AND FROM SCHOOL

STUDENT TRANSPORTATION

The mission of the Office of Transportation is to provide safe and efficient transportation services to students in a positive atmosphere. The intent is to transport students in an environment that protects students from harm inside the school bus as well as from outside sources and in an atmosphere that delivers students to school on time and ready to learn and back home safely.

Positive behavior on the school bus is the key to a safe ride and a positive atmosphere. Positive behavior on the school bus requires a cooperative effort among school staff, transportation staff, students, parents/guardians, and community members.

The following guidelines are intended to provide administrators with a "roadmap" for creating and maintaining positive behavior on the school bus:

Students

- Create expectations for positive behavior by establishing the relationship between the school bus rules and safety.
- Expect the same positive behavior on the school bus that is expected in any non-classroom setting, such as hallways, cafeteria, and auditorium.
- Recognize positive behavior on the school bus in the same ways that students are recognized for academic achievement and other accomplishments within the school.
- Utilize transportation staff as instructors for school bus safety programs and seminars.

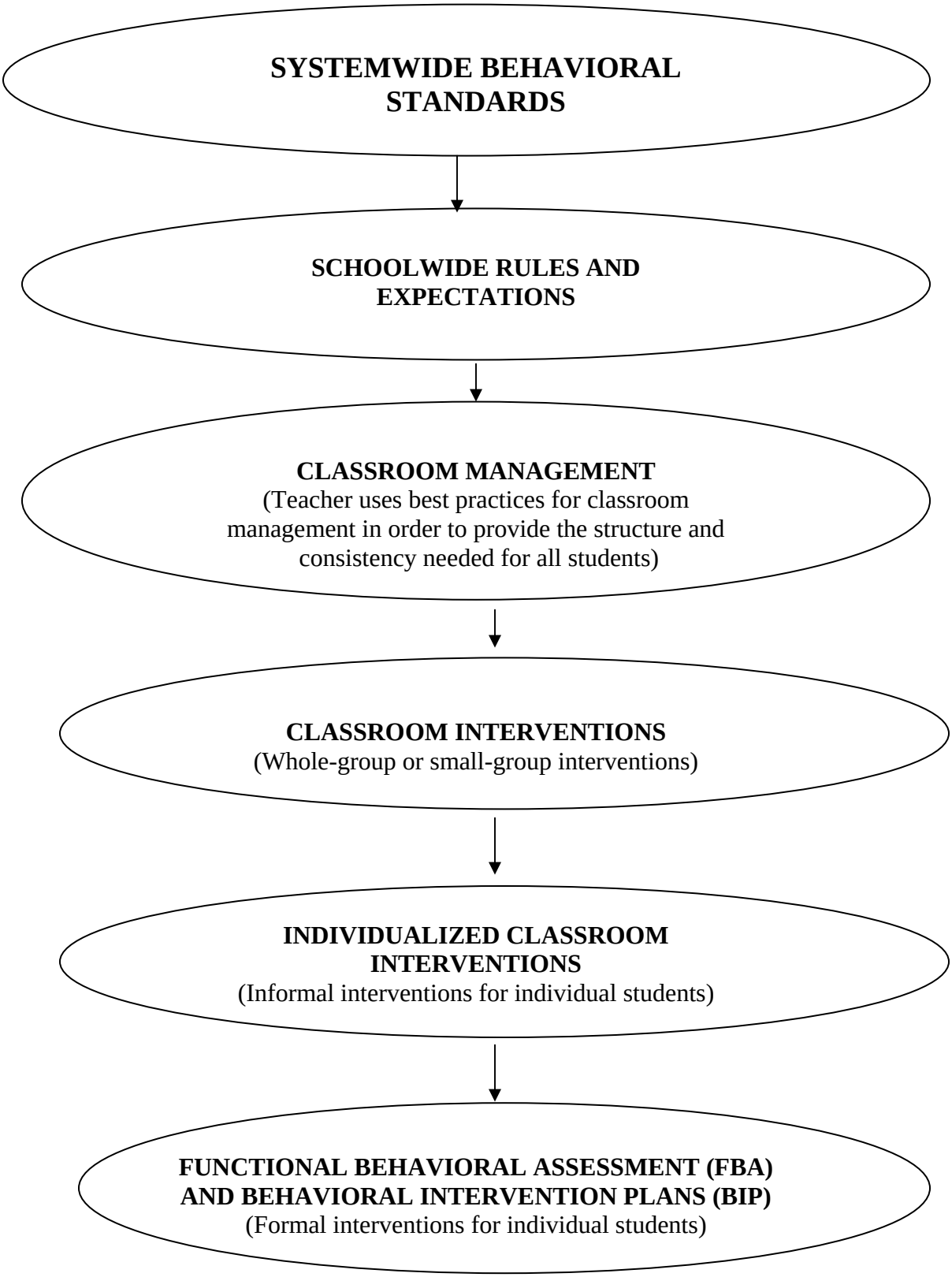
Parents/Guardians/Community Members

- Provide parents/guardians and community members with school bus safety literature, such as the school system's crossing policy.
- Utilize transportation staff at PTA sponsored events to share safety information with parents/guardians.
- Include positive school bus tips or stories in the school newsletter.

Transportation Staff

- Include input from bus drivers in the development of the Positive Behavior Plan.
- Regard the school bus as a part of the school building.
- Provide the school bus staff with the resources to model positive behavior for students and to illicit positive behavior in return from students.
- Utilize the resources available to the school from the Office of Transportation and the Transportation Manager to help manage the school's transportation program.
- Recognize positive support received from school bus staff.

HIERARCHY OF POSITIVE BEHAVIOR PLANNING



POSITIVE BEHAVIORAL INTERVENTIONS and SUPPORTS (PBIS): A Model of Schoolwide Behavior Planning

A schoolwide approach to behavior planning can be effective in preventing a large percentage of student behavioral problems if it is implemented and supported by the entire school community. Behavioral planning is a critically important element in each school's School Improvement Plan. As outlined in the 1998 BCPS *Behavior Management Guide*, when school administrators, teachers, support staff, students, families and community members work together, the school can develop a schoolwide approach in which consistent behavioral expectations are established, communicated, taught, and practiced.

In the past, schoolwide approaches have tended to use terms such as behavior management, discipline, and behavioral intervention, implying a responsive/reactive approach. However, an effective schoolwide approach will also focus on positive, proactive and instructional elements in planning, developing and implementing a systems approach to address students' behavioral challenges. The natural tendency in the past has been to "clamp down" on rule violations, resulting in "zero tolerance" policies and reliance on punitive responses including suspension and expulsion. These responses may at times provide immediate relief, usually by removing the problematic student from the school setting for a period of time. Longer-term outcomes for the student and the school have been less positive; it has become evident that an over-reliance on punitive or exclusionary methods can have unintended adverse consequences. This approach may actually reinforce antisocial behavior in some students while shifting accountability away from the school, devaluing the adult-child relationship, and weakening the relationship between academic and social behavioral learning.

The greater challenge lies in arranging opportunities for schools to build capacity to respond effectively, efficiently, and relevantly to a range of problem behaviors, by creating a *host environment* to support and sustain the use of effective practices. While there may be a number of ways to attain a *host environment*, a very effective research-proven model has been developed at the University of Oregon and implemented in a number of school systems around the country. Known as Positive Behavioral Interventions and Supports (PBIS), this model has been successfully implemented in a number of elementary and secondary schools in Baltimore County. Key elements of this approach are described in the following section.

The specific information in the following section is taken from the writings of Drs. George Sugai, Robert Horner, Teri Lewis-Palmer and others from the University of Oregon. Baltimore County Public Schools gratefully acknowledge the permission of these researchers and The OSEP Center on Positive Behavioral Interventions and Supports to use this information in the BCPS Positive Behavior Planning Guide.

OVERVIEW

Building positive cultures of social competence is not the result of inventing new solutions, increasing external controls, or asking teachers to do more. The answer focuses on enabling schools to "work smarter" by the enhancement of their organizational capacity to:

- Adopt an agenda of primary prevention
- Be strategic about school improvement goals, results, and processes
- Accurately adopt and efficiently sustain their use of research-validated practices
- Establish local behavioral competence
- Provide a full continuum of behavior support for all students
- Use data to guide decision making and action planning
- Be part of a district-wide system of behavior support

Positive Behavior Interventions and Supports (PBIS) incorporates a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior.

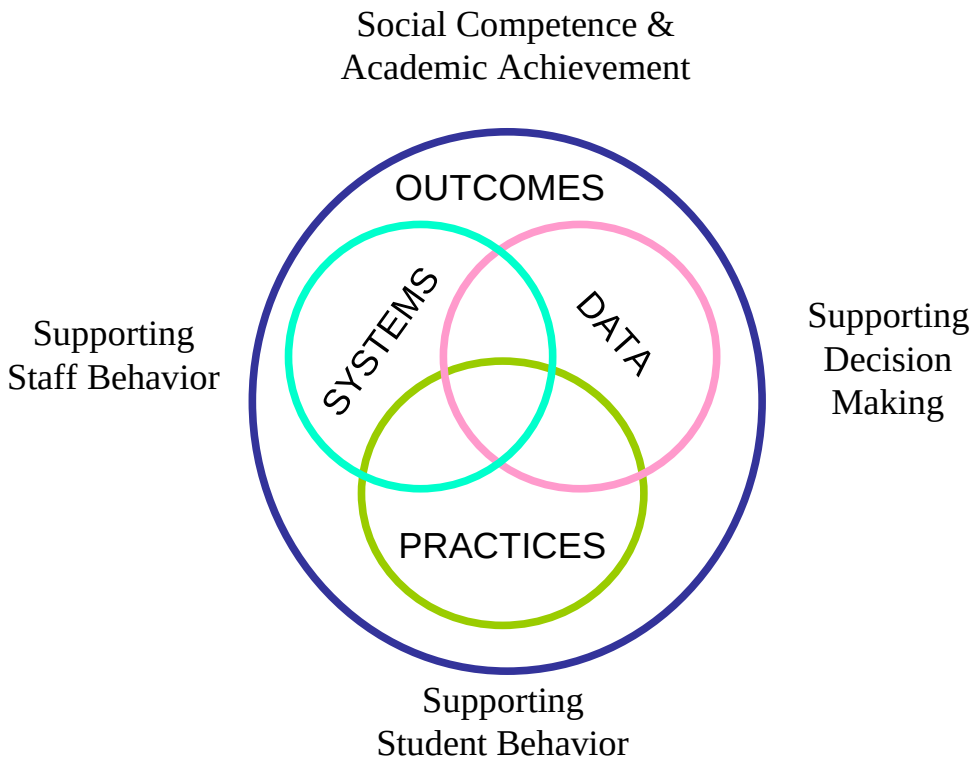
- It is a proactive systems approach to schoolwide discipline and is designed to be responsive to current social and educational challenges.
- It is based on three levels of prevention:
    - Primary
    - Secondary
    - Tertiary
- It is not a curriculum, discipline package, or product, but a process for individualized and sustained decision making, planning, and problem solving.
- It has an instructional focus where emphasis is placed on:
    - Teaching behavioral expectations directly
    - Teaching social behaviors like academic skills
    - Maximizing academic engagement and success
    - Considering the influence of instructional support
- It is based on empirically sound practices and applications in schools.
- It uses data to guide intervention and management decisions.
- It increases the contextual fit between the problem context and what we know works.
- It establishes a continuum of behavior support.

The goal of PBIS is to enhance the capacity of schools to educate all students, especially students with challenging social behaviors, by establishing an effective continuum of PBIS systems and practices. PBIS is a framework that provides an integration of valued results, science of human behavior, validated procedures, and systems change.

CONCEPTUAL FRAMEWORK

Effective, efficient, and relevant schoolwide achievement and discipline is based on a balance of four key elements (see diagram below):

- Clearly defined ***OUTCOMES*** that relate to social and academic behavior
- ***SYSTEMS*** that support staff efforts, high fidelity implementation, and sustained use of effective practices
- Use of ***DATA*** for decision making
- Adoption of evidence-based ***PRACTICES*** and processes that support student success



SYSTEMS Implementation Features — Creating Host Environments

Establish a PBIS Leadership Committee

The PBIS Committee requires strong administrative support and should reflect schoolwide representation. Besides the administrator, the members should include grade level or departmental representation, special area subject teachers, specialized support staff (such as the nurse, psychologist, guidance counselor, etc.), as well as paraprofessionals.

Secure schoolwide agreements and supports

It is important to strive for 80% of the faculty to be committed to implementing PBIS. Faculty participation less than 80% hinders the effectiveness of the program. It is crucial that the administrators prioritize resources (time, material, and cost) and provide the PBIS program with those supports. Generally, a school should expect to make a three to four year commitment to PBIS before full implementation and sustainability is achieved.

Establish a data-based action plan.

After administering and analyzing the PBIS Staff Survey, the PBIS Committee should use the information to draft an Action Plan to guide their direction during the school year. Included in the Action Plan goals should be reference to the behavioral data available to the school such as office referrals, suspensions, etc.

Provide overt supports for staff implementation.

School administrators, in conjunction with the PBIS Committee, should provide staff development opportunities for the faculty throughout the year. Additionally, the PBIS Committee should develop instructional scripts and prompts that all faculty should use to provide consistency of the implementation of the program. The PBIS Committee will develop the procedures for schoolwide implementation of the positive reinforcement of the students.

DATA Implementation Features — Guiding Decision Making

Recognize that an office referral consists of three behavioral events.

Any office referral is influenced by the specific student behavior, the staff response to that behavior, and the office response to the behavior. Staff response can escalate or deescalate a student's behavior. How a behavior is handled in the office can often increase or decrease the likelihood of that behavior reoccurring. The three events are linked and should be considered as interrelated.

Evaluate the validity of the data.

Determine that the data is "good" data and reflects what you want it to reflect. Low numbers of office referrals does not necessarily mean compliance or discipline in the classroom; it may simply mean teachers are not sending students to the office despite inappropriate behavior. It is important that the staff have an agreed upon approach to schoolwide discipline and that expectations for behavior are delineated.

Use an efficient means of data storage and summarization.

Collecting the data also means summarizing it in an efficient and useful method. Raw numbers should be converted to tables and graphs for easy interpretation.

Process the data for decision making purposes.

Use the data to help guide decisions and action planning. Reevaluate the data after implementation of a plan to determine if the plan brought about the desired change.

PRACTICES Implementation Features — Evidence-Based Practices

Elements of a Schoolwide Discipline Plan

The PBIS Committee will develop a clear set of expected positive behaviors, procedures for teaching expected behaviors, a continuum of procedures for encouraging expected behaviors, a continuum of procedures for discouraging inappropriate behavior, and procedures for on-going monitoring and evaluation.

Develop Rules of Behavior—Three to five positively stated rules should be developed which reflect the philosophy of the school. These rules should be easy to remember and apply to all students and staff in all settings.

Develop a Matrix of Expected Behaviors in Target Contexts—The matrix should delineate how the specific school rules apply to all areas of the building including, but not limited to, the classroom, hallways, cafeteria, bathrooms, gym, library, bus, etc.

Teach the Expected Behaviors using an Instructional Approach—Directly teach the behavioral expectations and social skills like academic skills using the components of direct instruction; namely,

- Directly teach
  - Tell/explain using positive and negative examples
  - Model and show the behavior
  - Practice the behavior
  - Give reminders and precorrections
- Actively supervise
- Positively reinforce

Acknowledge Expected Behavior—Incorporate tangible rewards or acknowledgements as well as social recognition to encourage appropriate social behavior. These acknowledgements are not only within the classroom but throughout the building. All staff are encouraged to positively reinforce students for expected behavior. The PBIS Committee uses the data to make decisions to fade tangible rewards or increase them. The tangible reinforcers are scheduled strategically. The goal would be to administer five positive statements for each negative or corrective statement.

Correct or Redirect Inappropriate Behavior—The school, in conjunction with the PBIS Committee, has developed agreements about what is office based versus classroom managed behavior. For those behaviors which are identified as office based referrals, an office referral form is completed and the student is sent to the office where the administration determines the consequence (e.g., verbal reprimand, parent contact, detention, etc.). The student is reminded of the restatement of the expected behavior in accordance with the school matrix of behaviors which relate to the three to five positively stated school rules.

Precorrect for and Remind Student of Expected Behavior—Review the expected behaviors with the students especially before a problem context.

INTERDEPENDENCY among the Systems, Data, and Practices Components

Arrange for Consistent Implementation.

Establish an efficient system of recognizing and reinforcing appropriate behaviors. The PBIS Committee develops the procedures for positive reinforcement, monitors the implementation, and strategizes based upon the data analysis. The positive reinforcers may include privileges, raffle tickets, recognition on a bulletin board, etc. Reinforcers and acknowledgements are for staff as well as students.

Provide Booster Procedures during Targeted Times of the Year.

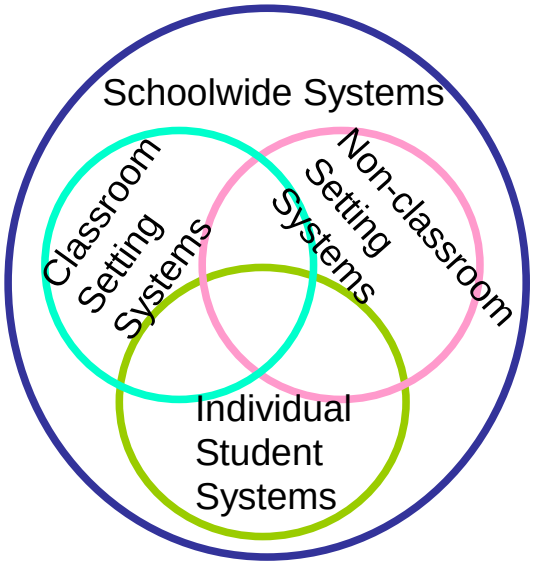
The PBIS Committee, as guided by the data, will determine how the rewards should vary. The PBIS Committee may target the difficult months which are characterized by increases in office referrals.

Provide Alternative Options for Students with Chronic Problem Behaviors.

The schoolwide efforts are designed to influence the vast majority of students. However, there will be some students for which the positive incentives are not sufficient. For these students, additional supports will be required. These may include curricular/instructional accommodations, guidance counseling services, social skills groups, behavioral contracting, token economies, functional behavioral assessments with a behavior management plan, etc.

SYSTEMS OF BEHAVIORAL SUPPORT

The Positive Behavior Interventions and Supports Program is designed to be implemented throughout the entire school building (see diagram below).



SCHOOLWIDE Systems

- The school staff develops a common purpose and approach to discipline.
- There is a clear set of positive expectations and behaviors that are applicable to all students throughout the building.
- There are procedures for teaching expected behaviors for all staff.
- There is a continuum of procedures for encouraging expected behavior.
- There is a continuum of procedures for discouraging inappropriate behavior.
- There are procedures for on-going monitoring and evaluation using data to guide decision making.

CLASSROOM SETTING Systems

- Teachers focus on **behavioral support** for students.
    - Teachers teach the routines of the classroom
    - Teachers work to develop a ratio of 5 – 8 positive to 1 negative adult-student interaction

- Teachers focus on **instructional and curricular support** including:
  - Selection of appropriate curriculum to meet the needs of the student
  - Modification and design of the curriculum as needed
  - Adaptation of presentation and delivery as needed
- Teachers also consider the **environmental support** of the students within the classroom.
  - Arrangement of the classroom
  - Proximity of the teacher to the students
- Teachers provide positive reinforcement within the classroom.

NON-CLASSROOM SETTING Systems

- Staff teaches expectations and routines for all non-classroom settings.
  (e.g., hallways, cafeteria, assemblies, bathrooms, buses, etc.)
- Staff provides active supervision for students.
  - Staff **scans** and looks around the groups of students
  - Staff **moves** throughout the groups of students
  - Staff **interacts** and speaks with the students
- Staff provides pre-corrections and reminders before students enter the non-classroom settings.
- Staff provides positive reinforcement within the non-classroom settings.

INDIVIDUAL STUDENT Systems

- There is staff within the building with behavioral competence to develop and provide support for students.
- Function-based behavior support plans can be developed for individual students.
- The staff can develop and provide comprehensive person-centered planning and wraparound processes.
  (e.g., mentoring, check in/check out process, point sheets, etc.)
- Social skills groups and self-management instruction can be provided.
  (e.g., friendship groups, anger management, study skills, etc.)
- Individualized instructional and curricular accommodations can be provided.

LEVELS OF INTERVENTION

Developing Schoolwide Systems for Student Success

Schools must understand that schoolwide discipline systems are important elements of a continuum of behavioral supports. Schoolwide discipline procedures are universal prevention interventions that are **presented to all students** to:

- Foster acceptable social behavior
- Maximize opportunities for teaching and academic achievement
- Inhibit occurrence of problem behavior.

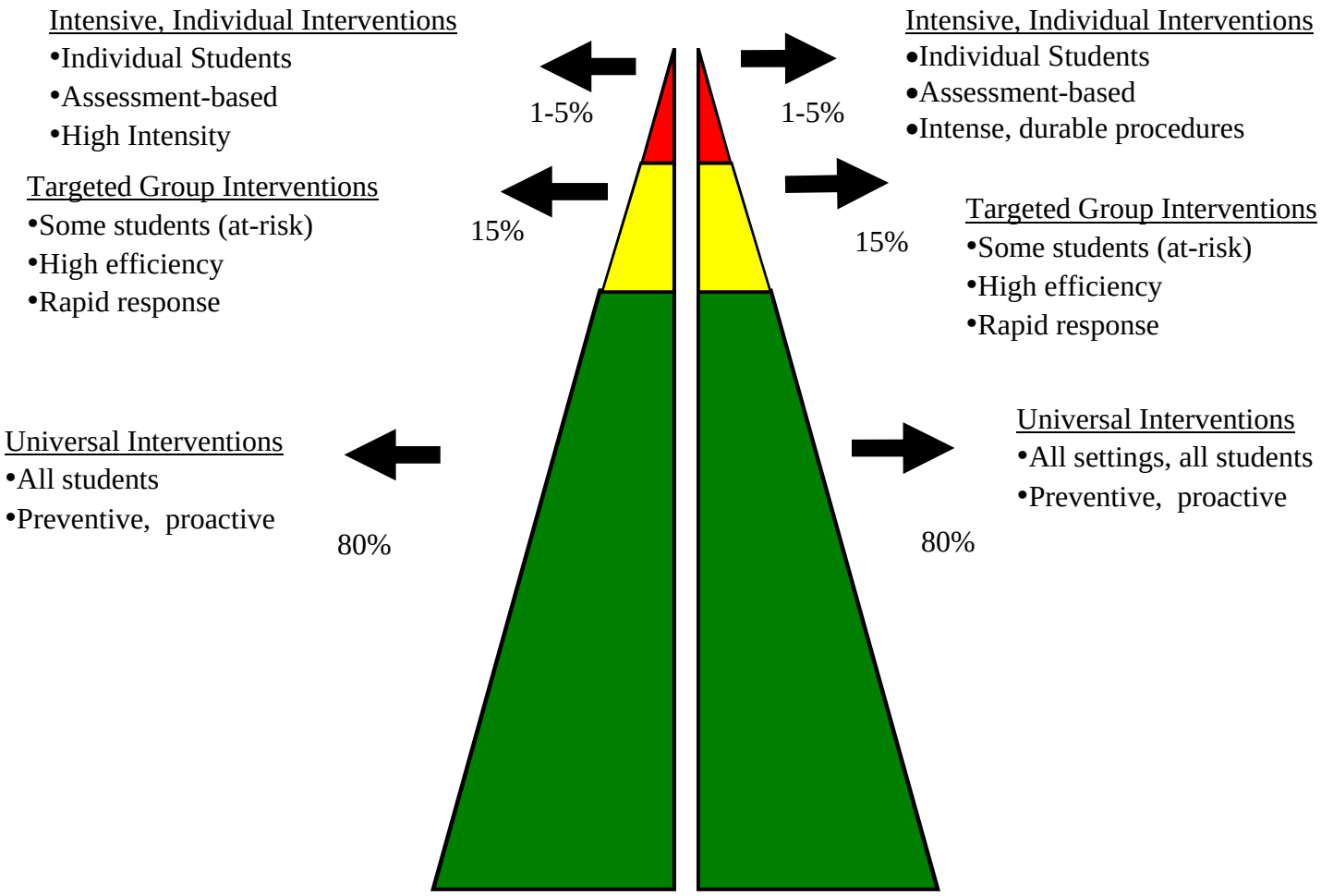
However, just as academic curricula need to be adjusted and modified for selected students who are not successful with the schoolwide teaching program and need academic support, there will be a relatively small proportion of students (1% – 15 %) who have learning histories that cause general schoolwide interventions to be ineffective for them. These students will require additional specialized and individualized interventions. Thus, schoolwide discipline systems should not be abandoned because these students are unresponsive. Instead, schools should think of schoolwide discipline systems as being important foundations for:

- Supporting the majority of students
- Preventing the development of chronic problem behavior for students with high risk backgrounds and learning histories
- Identifying and providing more specialized and individualized behavior supports for students with high intensity problem behaviors

(See diagram on the next page.)

Developing Schoolwide Systems for Student Success

ACADEMIC SYSTEMS	BEHAVIORAL SYSTEMS



The Behavioral Systems for students mirror the Academic Systems for students:

- **Primary Prevention**—
  - The vast majority of students (80%) will respond to the universal interventions
  - They are designed for <u>all</u> students
  - The systems are preventative and proactive

- **Secondary Prevention**—
  - A small percentage of students (about 15%) are at-risk and do not respond sufficiently well to the universal interventions.
  - They will need a targeted group intervention. (e.g., reading resource support, social skills support group, etc.)
  - The interventions are designed to be rapid in response and high in efficiency.
- **Tertiary Prevention**—
  - A very small percentage of students (less than 5%) are at great risk for academic or behavioral difficulties and will require intensive, individual instruction.
  - These programs will be designed for individual students.
  - These programs are assessment based and are dependent on the individual's specific needs.
  - These programs are of high intensity and often involve durable longer term procedures.

IMPLEMENTATION OF PBIS IN BALTIMORE COUNTY

Currently, Positive Behavioral Interventions and Supports (PBIS) is being implemented in a small proportion of the schools within the United States. However, the Maryland State Department of Education has seen the value of this program and is committed to offering training to schools in Maryland. Currently, schools throughout the state are implementing the PBIS concepts at the elementary, middle, and high school levels. Baltimore County, in particular, has made a commitment to this program and is very invested in supporting schools willing to implement PBIS concepts. During the 2002-2003 school year, 18 schools within Baltimore County have implemented the PBIS program. Discipline data continue to show decrease in office referrals, decrease in suspensions, and decrease in the aggressive nature of the behavioral offenses. The data highlight that as discipline events decrease, the students spend more time in the classroom. Additionally, as administrators spend less time on discipline issues, their time can be spent on mentoring classroom teachers, positively engaging with students, and providing meaningful direction to staff. It is anticipated that as the classroom environment becomes more positive with less need for discipline interruptions, and children are engaged in learning and more effective instruction, there will be an increase in student learning.

ADDITIONAL INFORMATION

For further information about Positive Behavior Intervention and Supports, please refer to the following websites:

www.pbis.org	OSEP Center on Positive Behavioral Interventions and Supports
www.msde.state.md.us/pbis/	Maryland State Department of Education and PBIS
www.ebdnetwork-il.org	State of Illinois and PBIS

Additional websites that may be useful include:

www.cspv.org	Center for the Study and Prevention of Violence
www.ivdb.org	Institute on Violence and Destructive Behavior
www.oslc.org	Oregon Social Learning Center
www.ori.org	Oregon Research Institute
www.edjj.org	National Center on Education, Disability, and Juvenile Justice
www.air.org/ceep	Center for Effective Collaboration and Practices
www.nichcy.org	National Information Center for Children and Youth with Disabilities
www.ideapractices.org	IDEA Local Implementation by Local Administrators and Associations of Service Providers Implementing IDEA Reforms in Education
www.fape.org	Families and Advocates Partnership for Education
www.ideapolicy.org	The Policymaker Partnership

For further information about PBIS in the Baltimore County Public Schools, please contact the Office of Psychological Services, in the Department of Student Support Services.

IMPLEMENTING POSITIVE BEHAVIORAL SUPPORTS

Systems of positive behavioral support should be developed to extend and support the schoolwide system so that students may be successful across variations in curriculum, instructional styles, classroom routines, and in all school settings. An effective classroom approach to address students' behavioral challenges will also focus on positive, proactive, and instructional elements in planning, developing, and implementing a systemic approach. Consistent positive classroom management systems facilitate communication among students, staff, and parents/guardians, increase the consistency with which behavior is handled by staff across all settings, ease transitions when students move within and across different school settings, and support high rates of academic engagement and achievement. While there may be a number of ways to attain this, the *Positive Behavior Interventions and Supports (PBIS)* model incorporates a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior.

ALIGN CLASSROOM AND NON-CLASSROOM POSITIVE BEHAVIORAL SUPPORT SYSTEMS

In a school implementing an effective behavior support model, the positive behavior committee will develop a clear set of expected positive behaviors, procedures for teaching expected behaviors, a continuum of procedures for encouraging expected behaviors, a continuum of procedures for discouraging inappropriate behavior, and processes for ongoing monitoring and evaluation. Several aspects of the schoolwide system will overlap with the classroom system, including:

Developing Rules of Behavior— The positive behavior committee should develop three to five positively stated schoolwide rules. These rules should be directly taught, modeled, positively reinforced and monitored within the classroom setting. These rules should be easy to remember and apply to all students and staff in all settings.

Developing a Matrix of Expected Behaviors in Target Contexts—A teaching matrix should delineate how the specific school rules apply to all areas of the building including, but not limited to, the classroom, hallways, cafeteria, bathrooms, assemblies, bus, etc. (See an example of a teaching matrix).

Teaching the Expected Behaviors using an Instructional Approach—Directly teach the behavioral expectations and social skills, including academic skills, using the components of direct instruction, namely:

- Teach students how to behave correctly.
- Tell/explain behavior expectations using positive and negative examples.
- Model and show correct behaviors.
- Practice the correct behaviors with students.

- Give students reminders and warnings of behavior expectations.
- Supervise students at all times.
- Use positive reinforcement with students.
- Recognize and reward students who behave correctly.

Include Parents/Guardians in the Teaching of Expected Behaviors -- Parents and guardians need to be aware of all student behavior expectations. School staff should share and explain the schoolwide rules and the teaching matrix several times throughout the school year. This sharing and explaining should take place during Back-to-School Nights, at PTA meetings, in school newsletters, in community newspapers, and during American Education Week.

Acknowledge Expected Behaviors — Include tangible rewards and acknowledgements, as well as social recognition for students, to encourage appropriate social behavior. These acknowledgements should not only be within classrooms but also throughout the building. All staff is encouraged to positively reinforce students for expected behavior. The positive behavior committee uses the behavior data to make decisions to fade tangible rewards or increase them. The tangible reinforcers are scheduled strategically. The goal should be to administer five positive statements for any one negative or corrective statement.

Correct or Redirect Inappropriate Behaviors — The school staff, in conjunction with the behavioral support committee, should agree on what is office-based versus classroom-managed behavior. For those behaviors that are identified as office-based, an office referral form should be completed and the student should be sent to the office so that an administrator may determine the consequence for the behavior. (e.g., verbal reprimand, parent contact, detention, etc.). For those behaviors that are identified as classroom-managed behaviors, the teacher should remind the student(s) of the expected behaviors in a calm tone of voice and use predetermined age-appropriate consequences that are implemented in a fair and consistent manner for all students. The application of negative consequences (e.g., non-verbal signals, verbal reprimands, removal of privileges, time-out and over-correction) should be conducted in a professional, business-like manner.

BEST PRACTICES IN ESTABLISHING CLASSROOM SYSTEM OF POSITIVE BEHAVIORAL SUPPORTS

- **Keep students engaged in learning.** The teacher's task is to maximize academic engagement and success for all students in order to support appropriate behavior before it escalates or becomes more severe. During class time, students sometimes may go off-task because: instructional activities do not maintain student attention, insufficient positive reinforcement is being provided, or a student is gaining positive reinforcement from other activities or individuals. Teachers can keep students engaged and prevent frustration by employing a variety of teaching methods, developmentally appropriate and motivating materials, and curriculum materials and instructions that are adapted to the needs, interests, and abilities of individual students.

- **Clearly state behavioral expectations.** Classroom rules should be clearly stated, and predominantly displayed. The rules should emphasize appropriate behavior rather than listing inappropriate behaviors.

- **Positively reinforce appropriate behavior.** ("Catch 'em being good.") To promote desired student behavior, teachers should communicate high and positive expectations, and have more positive than negative interactions.

- **Reach out for family support.** Students are less likely to engage in inappropriate behavior when their families are actively involved in their school lives. Parents and guardians should be encouraged to participate in all phases of the schoolwide and classroom behavior support planning and delivery. Parents/guardians know their children better than anyone and they can be valuable resources to the school.

- **Utilize developmentally and culturally appropriate interventions.** All behavioral strategies and interventions utilized in the classroom should be child-centered and appropriate for the age, gender, cognitive, emotional, and cultural backgrounds of the students. A diverse team of staff members and parents/guardians should review and agree on all behavior policies, strategies, and interventions prior to their use.

- **Adopt classroom management and disciplinary practices that combine proactive, instructive and corrective strategies.** Teachers should strive to prevent misbehaviors before they occur, emphasize self-discipline, and correct behavior problems fairly and consistently.

- **Consider environmental support.** Arrange the physical environment of each classroom in ways that facilitate effective instruction and allow for the smooth and quiet movement of students, as well as allow the teacher to be within close proximity of the students.

- **Establish predictable routines.** Beginning the first week of school, establish clear and predictable routines and actively involve students in practicing and modeling these routines.

- **Provide advance organizers/precorrections.** Precorrections function as reminders by providing students with opportunities to practice or be prompted about expected behavior before they enter situations in which displays of inappropriate behaviors are likely. For example, a teacher states the following "Remember, before you go to homeroom, collect all your materials, put your work on my desk and quietly line up." Or: "What are your responsibilities before you go to homeroom?"

- **Consistently enforce school/class rules.** All students should be expected to engage in appropriate behavior. Frequently reinforce and discuss classroom rules and behaviors with students so they not only recognize what behaviors are appropriate and inappropriate, but also understand why a specific behavior is inappropriate.

- **Correct rule violations and social behavior errors proactively.** The application of negative consequences (e.g., non-verbal signals, verbal reprimands, and removal of privileges, time-out, and over-correction) should be conducted in a professional business-like manner and attention to the problem behavior should be minimized. These strategies should always be combined with strategies for teaching and reinforcing appropriate behaviors. For low frequency and intensity rule violations, teachers should provide a brief signal that an error has occurred, indicate what the desired behavior should have been, and follow-up with the established consequence. Error correction strategies will be more effective when students are taught what acceptable and unacceptable behaviors look like and what consequences are likely to follow each behavior. For chronic rule violations, strategies should be established to pre-empt future occurrences of the inappropriate behavior and to increase the probability that the desired or expected behavior is likely to occur.

- **Promote cooperation among students rather than competition.** Students compete for different reasons. To promote cooperative positive behavior among all students, they must be convinced that you care about them, that you have high expectations for them, and that they are *capable, connected,* and important *contributors* in all learning activities.

- **Promote student involvement.** Offer opportunities for students to voice their needs and opinions (e.g., class meetings, student councils) and to solve social problems on their own.

- **Display warmth and acceptance toward students.** This may be communicated by expressing positive affect, empathy, and support for all students, as well as interest in each student as an important individual.

- **Collect data to monitor intervention effectiveness and student outcomes.** All interventions should include a monitoring component that allows for the collection of data to track changes in student behavior and academic outcomes. Interventions that do not show improvements in student outcomes should be modified or replaced.

- **Get help for students who exhibit chronic and/or serious behavior.** When confronted with more chronic and/or serious inappropriate behavior, a referral to the Student Support Team (SST) for support services, and/or a Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan may be warranted to determine which strategies are most appropriate.

PROVIDING POSITIVE BEHAVIORAL SUPPORTS FOR INDIVIDUAL STUDENTS

For the small percentage of students who do not respond to the proactive schoolwide and classroom interventions, each school has a collaborative problem solving team called the Student Support Team (SST). The mission of this team is to assist all students toward health, personal, interpersonal, academic, and career development in order that students may graduate from high school and become contributing members of the community. Student Support Team members include, but are not limited to, an assistant principal, classroom teacher, school counselor, school nurse, school psychologist, pupil personnel worker, school social worker, and parents/guardians. The purpose of the team is to coordinate resources to address complex problems that interfere with the academic success of students at the individual, classroom, and schoolwide level.

A referral to the Student Support Team can be made if the student does not respond to proactive schoolwide, classroom, teacher initiated interventions and supports. The following are "red flags" that may warrant a referral to the Student Support Team:

- Persistent pattern of disciplinary referrals
- Academic failure
- Chronically disruptive behavior
- Physically and verbally aggressive behavior towards peers and/or adults
- Significant interpersonal relationship problems
- Medical concerns
- Chronic absenteeism
- Parent/guardian or student request

During the Student Support Team meeting the members of the team review and discuss the following information:

- The reason for referral and the referring teacher's description of the problem,
- The severity of the behavior or academic concern
- When, where, and why the behavior occurs
- Strengths of the student
- Referring teacher's goal
- Parent's perspective
- Student's perspective
- Prior interventions and their results
- Other information from student records and/or prior teachers

After a careful review the of student's background information, the Student Support Team may consider possible interventions or may refer the student's case to a Student Support Team Service (such as; Academic & Behavioral Support team, Case Management, IEP team etc.) to design an individualized behavioral management/support plan, complete a Functional Behavioral Assessment and the corresponding Behavior Intervention Plan, or develop an Individual Student Plan under Section 504. It is important to note that a behavior management/support plan can be designed for any student exhibiting behavioral difficulties as part of the regular education

program. Parent/guardian consultation and/or involvement are recommended as part of the development of the behavior management/support plan. However, parent/guardian permission is not required for the implementation of a behavior management/support plan in the regular education program. Parent/guardian permission is required for the completion of Functional Behavior Assessment and the corresponding Behavior Intervention Plan, as well as the development and implementation of an Individual Student Plan under Section 504.

TEACHING MATRIX
SCHOOL CODE OF CONDUCT

This is a suggested School Code of Conduct.

CODE OF CONDUCT	CLASSROOM	HALLWAY	CAFETERIA
I AM **RESPECTFUL**	✓ Raise hand to speak ✓ Use appropriate language ✓ Listen politely to others ✓ Respect school property ✓ Speak respectfully to others	✓ Use appropriate language ✓ Keep hallways neat and clean ✓ Use conversational tones	✓ Speak in conversational tones ✓ Use appropriate language ✓ Maintain position in line ✓ Keep eating area clean
I AM **RESPONSIBLE**	✓ Arrive on time and start drill ✓ Copy homework into agenda book ✓ Follow all directions ✓ Complete daily objective and assignments ✓ Accept consequences without arguing	✓ Walk directly to class ✓ Use lockers at designated times ✓ Walk to the right in the hallway ✓ Follow directions given by staff ✓ Accept consequences without arguing	✓ Bring lunch and lunch money to cafeteria ✓ Follow directions given by staff ✓ Accept consequences without arguing
I AM **SAFE**	✓ Keep hands and feet to myself ✓ Stay in assigned seat ✓ Follow safety procedures for exiting classroom	✓ Keep hands and feet to myself ✓ Walk directly to class	✓ Remain seated once food is purchased ✓ Keep hands and feet to myself

TEACHING MATRIX
SCHOOL CODE OF CONDUCT

This is a suggested School Code of Conduct.

CODE OF CONDUCT	LAVATORY	BUSES	ASSEMBLIES
I AM **RESPECTFUL**	✓ Keep bathroom neat and clean ✓ Respect privacy of others ✓ Respect school property	✓ Use conversational tones at all times ✓ Respect school property ✓ Use appropriate language	✓ Listen attentively ✓ Use applause appropriately ✓ Recite the Pledge of Allegiance with respect
I AM **RESPONSIBLE**	✓ Follow directions of staff ✓ Accept consequences without arguing ✓ Report vandalism to staff ✓ Use facilities in an appropriate and timely manner	✓ Follow directions of staff ✓ Accept consequences without arguing ✓ Arrive to bus on time ✓ Keep bus card in a safe place and replace if lost	✓ Keep hands and feet to myself ✓ Follow directions given by staff ✓ Accept consequences without arguing
I AM **SAFE**	✓ Flush toilet and wash hands ✓ Keep hands and feet to myself	✓ Keep hands and feet to myself ✓ Remain seated at all times ✓ Report problems to bus driver or appropriate staff ✓ Keep hands and objects inside the bus	✓ Walk in a single file line ✓ Remain seated with assigned class

TEACHING MATRIX
SCHOOL CODE OF CONDUCT

This is a suggested School Code of Conduct.

CODE OF CONDUCT	LIBRARY/COMPUTER LAB	NEIGHBORHOOD
I AM **RESPECTFUL**	✓ Use conversational tones at all times ✓ Respect school property ✓ Listen to others and work cooperatively	✓ Respect property of others ✓ Be respectful of community ✓ Use appropriate language
I AM **RESPONSIBLE**	✓ Follow directions of staff ✓ Accept consequences without arguing ✓ Use school property appropriately ✓ Use Internet for educational and academic purposes ✓ Return materials on time	✓ Inform parents of problem situations ✓ Use public walkways at all times
I AM **SAFE**	✓ Keep hands and feet to myself ✓ Use equipment appropriately	✓ Cross at intersection ✓ Obey traffic signals ✓ Observe traffic patterns ✓ Use visible walkways

DISCIPLINE RESPONSIBILITIES FOR TEACHERS, SUPPORT STAFF, AND ADMINISTRATORS

It is suggested that discipline responsibilities be delegated in the following manner:
Offenses listed below are examples of offenses that require discipline, but the list is not all inclusive.

Teachers	Department Chairpersons	Team Leaders	School Guidance Counselors, Social Workers, Psychologists	Pupil Personnel Worker	Grade Level Managers	Administrators
Category I Offenses Academic dishonesty Unexcused lateness to class Refusing to do assigned work Refusing to serve teacher-assigned detention Coming to class unprepared Use of electronic devices Use of telephones Truancy (class/classes) Using obscene or abusive language	Category I Offense Refusing to cooperate with school rules and regulations Unexcused absence or truancy (class/classes) Refusing to do assigned work	Category I Offenses Refusing to cooperate with school rules Unexcused absence or truancy (class/classes) Refusing to do assigned work	Category II Offenses Assault on a student Harassment for any reason Indecent exposure	Category I Offenses Excessive absenteeism and tardiness Disruptive behavior that results in the interference with the normal school program	Category I Offenses Category II Offenses Category II Offenses Fighting Leaving school grounds without permission Unexcused lateness (school day) Unexcused absence or truancy (school day) Using obscene or abusive language	Category I Offenses Category II Offenses Category III Offenses Chronic disruptive behavior Assault Assault and battery on a student Refusing to cooperate with school and transportation rules Possession or distribution of tobacco products and other non-controlled substances and/or paraphernalia Destruction and vandalism of property Extortion Fire alarm/false report/bomb threat Trespassing Use of electronic devices Theft

BALTIMORE COUNTY PUBLIC SCHOOLS

STUDENT BEHAVIOR

REFERRAL FORM

Name of Student:_____ Grade: _____

Date:_____ Teacher:_____

Time :_____Homeroom Section:_____ ___SSP ___BIP ___IEP ___504

Location		Possible Motivation	
___Classroom	___Bus Loading Zone	___Peer Attention	___Avoid Adult
___Cafeteria	___On Bus	___Adult Attention	___Don't Know
___Gym	___Bathroom	___Obtain Objects/Activities	___Avoid Peers
___Library	___Other_____	___Avoid Work	
___Hallway		___Other_____	
Administrative Problem Behavior		**Administrative Decision**	
___Academic Dishonesty	___Chronic Defiance/Disrespect	___Office Time Out	___Detention
___Inappropriate Language	___Property Damage	___Student Conference	___Parent Conference
___Fighting/Physical Aggression	___Disruption	___Individualized Instruction	___Phone Call Home
___Truancy/Skipping Class	___Chronic Lateness	___In School Suspension: ____Days	
___Sexual/Physical Harassment		___Out of School Suspension: ____Days ____PPW	
___Use/Possession of Weapons		___Board Referral	___Program Review ___Essay
___Other:_____		___Other:_____	

Others involved in incident: ___None ___Peers ___Teacher ___Substitute ___Staff

___Unknown ___Other If peers were involved list them_____

Other
Comments:_____

_____

_____

Parent Signature: _____ Date:_____

___I need to speak to the teacher ___I need to speak to the administrator

---

FOR OFFICE USE ONLY
Category
Offense:_____
Copies to: white – student file green – administrator yellow – PBPC pink – mentor goldenrod – teacher

Baltimore County Public Schools
STUDENT WRITE-UP

Minor Behavior Incidents Referral Form

Student: _____ Grade: _____ Team Leader: _____
Issued by: _____ Date: _____ Time: _____

Location	Rule Violated	Possible Motivation	
• Classroom	• I am respectful	• Peer Attention	• Avoid tasks
• Cafeteria	• I am responsible	• Adult Attention	• Avoid peers
• Bus	• I am safe	• Obtain items	• Avoid adults
• Hallway		• Other _____	
• Other _____			

Others involved: • None • Peers • Teacher • Substitute • Unknown • Other

Steps:

1. Name problem behavior
2. State rule and expected behavior
3. Give positive verbal/social acknowledgement
4. Give slip to team leader

Behavior:

• Unsafe	• Non-compliance	• Disruption
• Tardy	• Bothering others	• Other _____

Interventions:

• Warning	• Parent contact
• Detention/other	• Parent conference
•Administrative referral	• Other _____

Outcome:

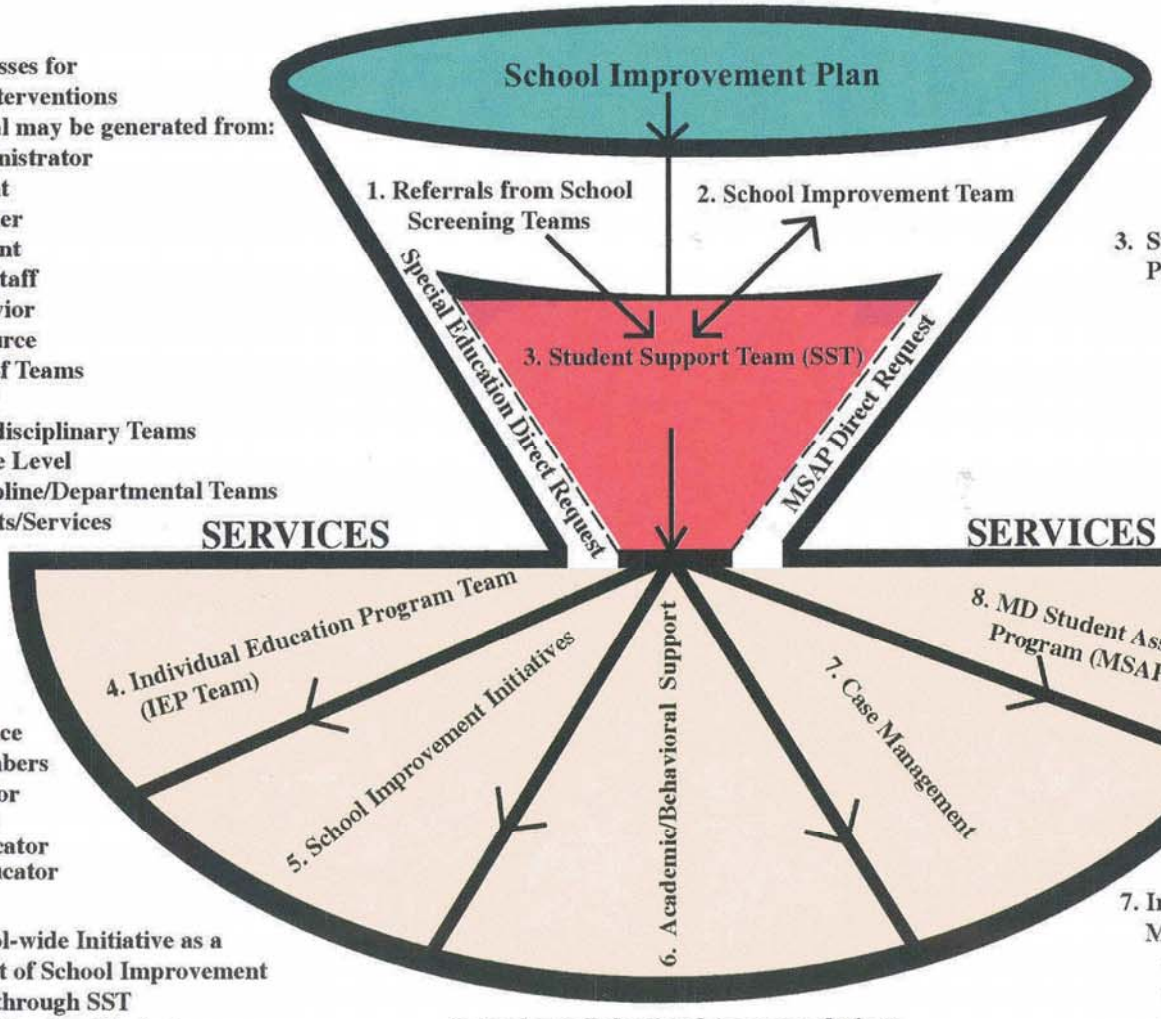
_____
_____
_____

Student Signature: _____ Date: _____

Copy: 1. Data office 2. Team Leader 3. Teacher

BALTIMORE COUNTY PUBLIC SCHOOLS TEAMING MODEL

Student Support Team (SST)



1. School Processes for Screening/Interventions
   - •Referral may be generated from:
     - -Administrator
     - -Parent
     - -Teacher
     - -Student
     - -SSS Staff
     - -Behavior
     - -Resource
   - •Types of Teams
     - -TSST
     - -Interdisciplinary Teams
     - -Grade Level
     - -Discipline/Departmental Teams
   - •Products/Services

2. School Improvement Team
   - •Responsible for Goals
   - •Assigned Responsibilities
   - •Developed Strategies

3. Student Support Teams (SST) Problem Solving Team
   - •Invited Parent
   - •Required Members
     - -Administrator
     - - Psychologist
     - - PPW
     - - Nurse
     - - Counselor
     - - Teacher
     - - Social Worker if assigned to school

4. IEP Team Special Education Required Compliance
   - •Required Members
     - -Administrator
     - -Psychologist
     - -Special Educator
     - -General Educator
     - -Parent

5. School-wide Initiative as a Result of School Improvement Plan through SST
   - •Develop Strategies
   - •Implement Interventions

6. Academic Behavioral Accommodations Instructional Support Team
   - •Required Members
     - -Administrator
     - -Psychologist
     - -IST Facilitator
     - -Teacher

7. Individual Case Interventions and Management
   - • ADHD
   - • 504
   - • School Based Mental Health
     - - School Social Workers

8. Student Assistance Program

Confidential Information

Baltimore County Public Schools

REFERRAL TO STUDENT SUPPORT TEAM FORM

Date:

Student's Name: **DOB:** **Grade:**

School:

Parents Guardians: **Phone:**

Person Completing Referral Form:

Parent Contacts (Indicate Dates): **Phone:** **Conference:**

Home Visit Date(s) by PPW/SW:

Reason(s) for request (*Be specific; list concerns in behavioral terms.***):**

Screening Data (*As part of the referral to Student Support Team, please complete data below.)*

Give an explanation of strategies/interventions that have been attempted by parents/guardians, administrators, teachers, resource teachers, school counselors, school nurses, school social workers, school psychologists, PPWs, and other school staff.
(*Strategies, interventions should be specific to the individual student.***)**

Strategy	How Long Attempted?	Result

(rev. 7/15/05)

List Strengths (*e.g., When is the concern not present? When is it less severe? When does it happen less frequently?*)

List Current Levels of Performance: *(Please attach a copy of student's current report card)*

Reading:	☐ **Above Grade Level**	☐ **On Grade Level**	☐ **Below Grade Level**
Written Language:	☐ **Above Grade Level**	☐ **On Grade Level**	☐ **Below Grade Level**
Mathematics:	☐ **Above Grade Level**	☐ **On Grade Level**	☐ **Below Grade Level**
Social/Emotional:	☐ **No Concerns**	☐ **Area of Concern**	
Behavior:	☐ **No Concerns**	☐ **Area of Concern**	

What would you like the student to be able to do that he/she does not do presently? *(What are your goals for student? What outcomes would you like to see?)*

Additional Comments:

This form is to be presented to the Chair of the Student Support Team a week prior to the next scheduled meeting.

Baltimore County Public Schools

STUDENT SUPPORT TEAM AGENDA FORM

Screening Referrals (approximately 30 minutes total)

1.
2.
3.
4.
5.

School wide Improvement Initiatives (approximately 30 minutes total)

1.
2.

Initial Meetings (approximately 30-40 minutes per case, parents/guardians invited)

1.
2
3.
4.
5.

Progress Review Meetings (approximately 15-30 minutes per case, parents/guardians invited)

1.
2.
3.
4.
5.

Baltimore County Public Schools

STUDENT SUPPORT TEAM TEACHER INPUT FORM

TO: _____ DATE: _____

Your student, _____, has been referred to the Student Support Team. Please provide input on the student to the team chair, _____, in the following areas:

Area	No Concerns (check)	Summary of Concerns
Attendance		
Behavior		
Achievement in Your Class (Subject: _____)		
Peer Interactions		
Homework		

Other Comments that you would like to share with the team:_____

_____

_____

_____

RETURN TO _____ NO LATER THAN _____.

(rev. 7/15/05)

Baltimore County Public School

STUDENT SUPPORT TEAM
STUDENT SUPPORT PLAN FORM

Student's Name: **Date of Meeting**:

DOB: **Grade**: **Referred by:**

Parents/Guardians: **Parents/Guardians attended:** ☐ yes ☐ no

Areas of Concern:

☐ Attendance
☐ Behavior
☐ Inattention
☐ Impulsivity
☐ Hyperactivity
☐ Social
☐ Emotional
☐ Medical
☐ Reading
☐ Writing
☐ Math
☐ Speech/Language
☐ Work Completion
☐ Homework
☐ Other (specify)

GOAL 1:

GOAL 2:

Interventions	**Procedure**	**Person Responsible** **(School Staff; Parent/Guardian, if applicable)**	**Method of Monitoring**

Interventions Cont.	Procedure	Person Responsible (School Staff; Parent/Guardian, if applicable)	Method of Monitoring

Progress Review Date:

Student Support Team
Discussion Notes

Student's Name:

Baltimore County Public School

STUDENT SUPPORT TEAM

STUDENT SUPPORT PLAN REVIEW FORM

(Attach this form to the Student Support Plan Form.)

Student's Name: **Date of Meeting**:

DOB: **Grade**: **Referred by:**

Parents/Guardians: **Parents/Guardians attended:** ☐ yes ☐ no

Areas of Concern:

☐ Attendance	☐ Reading
☐ Behavior	☐ Writing
☐ Inattention	☐ Math
☐ Impulsivity	☐ Speech/Language
☐ Hyperactivity	☐ Work Completion
☐ Social	☐ Homework
☐ Emotional	☐ Other (specify)
☐ Medical	

GOAL 1:

OUTCOME: ☐Goal achieved ☐Progress Made ☐No Progress

GOAL 2:

OUTCOME: ☐Goal achieved ☐Progress Made ☐No Progress

Successes	Concerns

Student Support Team

Discussion Notes

Confidential Information Student's Name:

FURTHER RECOMMENDATIONS:

☐ continue plan ☐ phase out plan ☐ continue plan with additions

☐ redesign plan ☐ address new goal ☐ refer to IEP Team (explain reason)

Intervention	Procedure	Person Responsible (School Staff; Parent/Guardian, if applicable)	Method of Monitoring

Progress Review Date:

Baltimore County Public Schools

PARENT/GUARDIAN PERMISSION FOR STUDENT SUPPORT TEAM ASSESSMENT FORM

(Special educational disability not suspected)

Student's Name: _____ **DOB:** _____ **Grade:** _____

School: _____

Parent(s)/Guardian(s): _____ **Telephone:** _____

Dear Parent/Guardian:

The Student Support Team on _____ *(date)* referred your child for assessment(s) which will assist the school in developing appropriate instructional and/or behavior supports. The reason for this request, and the specific assessment(s) requested, are listed below. This letter is to secure your permission for the assessment(s).

Please sign in the space provided and return the form to me at school as soon as possible. Your signature means that you give the school permission to conduct the assessment(s), and that you understand the reasons for this request. A written report of the assessment(s) will be included with your child's school records, which are confidential; you may receive a copy of the report if you wish. If you have any questions, do not hesitate to contact me.

_____ _____

(Student Support Team Chairperson or designee) *(telephone number)*

Reason for Assessment *(Provide brief summary of concerns, or attach Referral to Student Support Team/Student Support Team Screening Summary.)*:

_____

Assessment(s) Requested *(Indicate type of assessment and title of each assessor.)*:

_____ _____

_____ _____

(If an assessment by the school psychologist is requested, the psychologist should be present at the SS Team meeting, and the school should prepare a Referral to Psychological Services form*.)*

Proposed Date for Student Support Team to Review Assessment(s): _____

_____ _____

(parent signature) *(date signed)*

Confidential Information

Baltimore County Public Schools

STUDENT SUPPORT TEAM
SCREENING SUMMARY FORM

Student's Name: **DOB:** **Grade:**

School: **Referred by:**

Date of SST Screening Meeting:

Areas of Concern:

☐ Attendance	☐ Reading
☐ Behavior	☐ Writing
☐ Inattention	☐ Math
☐ Impulsivity	☐ Speech/Language
☐ Hyperactivity	☐ Work Completion
☐ Social	☐ Homework
☐ Emotional	☐ Other (specify):
☐ Medical	

Summary of additional information reviewed at meeting:

Outcome following screening meeting:

☐ Case Management Person Responsible:

☐ Develop Student Support Plan SST Meeting Date:

☐ Develop 504 Plan SST Meeting Date:

☐ Request SST Assessments (*Attach copy of permission form)*:

☐ Refer Maryland School Assistance Program (MSAP):

☐ Refer to IEP Team

☐ Other *(specify)*:

Copy of this form should be given to referring teacher or staff member.

(rev. 7/15/05)

Baltimore County Public Schools

STUDENT SUPPORT TEAM
MEETING PARTICIPANTS FORM

Student's Name: **Date of Meeting**:

DOB: **Grade**:

Meeting participants:
(Note: signatures not required)

	Student Support Team Chair
	Parents/Guardians
(participant name)	*(position)*
(participant name)	*(position)*
(participant name)	*(position)*
(participant name)	*(position)*
(participant name)	*(position)*
(participant name)	*(position)*
(participant name)	*(position)*
(participant name)	*(position)*

Baltimore County Public Schools

STUDENT SUPPORT TEAM CHAIR'S TRACKING FORM

TEAM DATE: _____

Student Name	Referring Issue(s)	Outcome of SST Screening/Meeting	Case Manager	Follow-Up

Baltimore County Public Schools
STUDENT ELIGIBILITY FORM FOR STUDENTS IDENTIFIED WITH A DISABILITY UNDER SECTION 504

Date: _____

Name: _____DOB: _____ School: _____

Grade/Section: _____ Student ID #: _____

Name the Student's Home School if Different from Current School: _____

1. Specify the Diagnosed Physical or Mental Impairment:

_____

_____

2. Cite the Medical or Psychological Assessment Report used to Document the Physical or Mental Impairment:

_____

_____

3. Check the Major Life Activity that may be Substantially Limited by the Disability:

__ Breathing **__ Caring for Self** **__ Hearing**

__ Learning **__ Performing Manual Tasks** **__ Seeing**

__ Speaking **__ Walking** **__ Working**

__ Other: _____

4. Specify the Data for the Determination of Substantial Limitation to the Major Life Activity:

History of Impairment:

History of Impairment	Describe Specific Limitation

Baltimore County Public Schools
STUDENT ELIGIBILITY FORM FOR STUDENTS IDENTIFIED WITH A DISABILITY UNDER SECTION 504

Standardized and Academic Assessments (Achievement, CTBS, MSA, Report Card Grades, Summative Assessments, DIBELS, Chapter/Unit Tests, Quizzes, Compositions):

Assessments	Describe Specific Limitation

Behavioral Assessments and Observations (Informal Assessments, Checklists, FBA/BIP):

Assessments/Observations	Describe Specific Limitation

Teacher Report (Student Performance and Behavior):

Teacher Report	Describe Specific Limitation

5. Determine the Extent to which the Impairment Limits the Major Life Activity:

Consider the following:

- **The extent to which the impairment limits the major life activity as a whole, i.e., all aspects of learning.**
- **The extent to which the impairment limits the major life activity as compared to the average student in the general population.**
- **The extent to which the impairment limits the major life activity not related to other factors such as motivation, immediate situation, or environment.**

Baltimore County Public Schools
STUDENT ELIGIBILITY FORM FOR STUDENTS IDENTIFIED WITH A DISABILITY UNDER SECTION 504

Check one: **_____ In the opinion of the Student Support Team, the student's physical or mental impairment does not substantially limit one or more major life activities.**

_____ In the opinion of the Student Support Team, the student's physical or mental impairment does substantially limit one or more major life activities.

Next Steps:

- **Develop a "504" Plan for students with a diagnosed impairment that results in a substantial limitation to one or more major life activities.**
- **Students suspected of Educational Disabilities as defined by IDEA should be referred to IEP Team for consideration of assessments and need for special education instruction and related services.**
- **Parents/guardians should receive notice of their procedural rights, including an impartial hearing, if they are in disagreement with identification, evaluation, or educational placement of their child.**

Completed By:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Code No.: PS 114
(8/05)

Baltimore County Public Schools
INDIVIDUAL STUDENT PLAN FOR STUDENTS IDENTIFIED WITH A DISABILITY UNDER SECTION 504

Date: _____

Name: _____ **DOB:** _____ **School:** _____

Grade/Section: _____ **Student ID #:** _____

Name the Student's Home School if Different from Current School: _____

1. Specify the Diagnosed Physical or Mental Impairment:

_____

_____

2. Cite the Medical or Psychological Assessment Report used to Document the Physical or Mental Impairment:

_____

_____

3. Check the Major Life Activity Substantially Limited by the Disability:

__ Breathing	**__ Caring for Self**	**__ Hearing**
__ Learning	**__ Performing Manual Tasks**	**__ Seeing**
__ Speaking	**__ Walking**	**__ Working**

__ Other: _____

Describe FAPE Needed Based Upon the Substantial Limitation to the Major Life Activity for the following charts:

• Instructional Accommodations/Modifications to be Permitted/Provided by Teacher:

Specific Instructional Accommodations	Setting	Staff Responsible

Baltimore County Public Schools
INDIVIDUAL STUDENT PLAN FOR STUDENTS IDENTIFIED WITH A DISABILITY UNDER SECTION 504

• Testing Accommodations: (Testing accommodations must be based upon substantial limitation to the major life activity as exhibited in the classroom on a regular basis.)

Testing Accommodations	Setting	Staff Responsible

• Instructional Materials to be Provided:

Instructional Materials	Setting	Staff Responsible

• Physical Facilities Accommodations:

Physical Facilities Accommodations	Setting	Staff Responsible

Baltimore County Public Schools
INDIVIDUAL STUDENT PLAN FOR STUDENTS IDENTIFIED WITH A DISABILITY UNDER SECTION 504

• Necessary Related Services:

Necessary Related Services	Setting	Staff Responsible

Student Support Team Chair:

_____

Case Manager: _____

Prepared By: _____ _____

_____ _____

_____ _____

_____ _____

_____ _____

This plan should be completed for students determined to be eligible under Section 504. When determining accommodations and/or modifications, the Student Support Team should consider maintaining the student in the least restrictive environment.

Baltimore County Public Schools

EXAMPLE OF A STUDENT'S DAILY BEHAVIOR PROGRESS SHEET

This form is designed for a small class setting

NAME: / **DATE:**	Bonus Points											HOMEWORK (circle) / Lang. Arts
BEHAVIORS	POINTS	HR	1	2	3	4/5	6/7	L	9	10		Math
Enter the room prepared to work.	10											Social Studies
Follow directions the first time.	10											Science
Stay on task.	10											Reading
Respect yourself, others, and all property.	10											Tech Ed.
Raise hand and wait to be called on.	10											Family Studies
Personal goal:	10										Total out of 540 points	Phys Ed / Art / Music
TOTAL POINTS TO EARN	60											

Comments: _____

_____

Conference Requested by staff: _____ **Conference Requested by Parent: _____**

INFORMATION ABOUT FUNCTIONAL BEHAVIORAL ASSESSMENTS (FBA) AND BEHAVIOR INTERVENTION PLANS (BIP)

Functional Behavioral Assessment/Behavior Intervention Plans

Frequently, teachers and resource staff develop and implement behavior management/support plans to address student's behavior difficulties. At other times, a Functional Behavioral Assessment is needed to gather more specific information about problem behaviors that interfere with student learning and achievement. A Functional Behavioral Assessment is a procedure for gathering and analyzing information about the purpose and context of a student's behavior pattern. Following the Functional Behavioral Assessment, a Behavior Intervention Plan is developed to reduce problem behaviors and facilitate positive behaviors in the school setting.

When should a Functional Behavioral Assessment and a Behavior Intervention Plan be considered?

- When a student's behavior chronically impedes his/her learning or the learning of others
- When a student's behavior is chronically disruptive in the school setting
- When a student behavior results in a persistent pattern of disciplinary referrals
- When a student's behavior results in suspension(s) approaching or exceeding a pattern of 10 cumulative days
- When a student is suspected of an emotional disability

When must a Functional Behavioral Assessment be conducted and a Behavior Intervention Plan be implemented?

- When a student has been identified with a disability under Section 504 or IDEA, and when a student's behavior results in a suspension/expulsion that exceeds ten (10) school days or amounts to a change in a student's placement. In these cases, the SST or IEP Team must meet within ten (10) school days to recommend steps for the completion of the Functional Behavioral Assessment and the implementation of the Behavior Intervention Plan.
- If student already has a Behavior Intervention Plan, then the IEP Team must review/revise the plan within ten (10) school days and the school must take steps to ensure the implementation of the revised plan.

Who needs to be involved in conducting a Functional Behavioral Assessment and in developing and implementing a Behavioral Intervention Plan?

Conducting a Functional Behavioral Assessment and developing and implementing an effective Behavioral Intervention Plan is a *team process.* Members of the team should include:

- Anyone who is regularly involved with the child, particularly those individuals who may have to implement the Behavioral Intervention Plan (BIP)

These individuals may include:

Academic subject teachers	*School social worker
Special subject teachers	School nurse
Parents/guardians	Administrator
*School counselor	Student
*School psychologist	Interagency support staff
PPW	

*Under IDEA, these persons must be involved in the completion of the FBA and development of the BIP.

Is parent permission required to complete a Functional Behavioral Assessment and to implement a Behavioral Intervention Plan?

In order to conduct an FBA/BIP, parent permission must be obtained if the school staff is collecting new information or conducting interviews. However, if the school staff has already collected data and the IEP Team is only reviewing the existing data to complete the FBA, then parent permission is not necessary. Parent permission may be obtained by:

- Referring the student to the Student Support Team (SST): the team will complete a "Parent Permission Form for Student Support Team Assessment"
- Referring the student to the IEP Team or if already in special education, convening the IEP Team: the team will complete a "Parent Permission for Assessment" form

What needs to happen when a student has had a Functional Behavioral Assessment and has a Behavioral Intervention Plan?

If the student already has an FBA/BIP, and it is being *correctly* and *consistently* followed by all of the student's teachers, and it is *ineffective* in addressing the student's problem behaviors, the plan needs to be reviewed and revised by those individuals who either:

- Participated in the assessment and creation of the plan
- Work most closely with the student and are most likely to be required to implement the behavioral intervention plan (BIP), or
- If in special education, the IEP Team would need to review/revise the plan to address the student's identified needs

Should the Functional Behavioral Assessment process and Behavioral Intervention Plan be reviewed or revised?

FBA/BIPs should be reviewed and/or revised *at least* once every school year.

- The Student Support Team (SST) is responsible for reviewing/revising the FBA/BIPs of students in placed regular education
- The IEP Team is responsible for reviewing/revising the FBA/BIPs as part of the student's IEP for students placed in special education

What are the key components of the Functional Behavioral Assessment?

1. A clear description of the problem behavior
   - Choose one or two target behaviors that are most impacting the student's academic and/or social success. (Examples may include: calling out, instigating peers, verbal or physical aggression, refusal to participate in classroom activity, use of profanity, bullying, or stealing)
   - These target behaviors must be specific, observable, and measurable

2. Collect data on target behavior(s):
   - Record review (i.e., amount of classwork/homework completed, discipline referrals, report cards, frequency of time-outs or direct intervention)
   - Behavioral observations
   - Interviews (parent, teacher, child)
   - Behavioral checklists / rating scales (including A-B-C sheets)

3. Analyze data in order to determine the following
   - Setting events
   - Antecedents
   - Frequency
   - Duration
   - Intensity

4. Identify the functions that maintain the problem behavior
   - Social attention/communication
   - Access to tangibles or preferred activities
   - Escape, delay, reduction, or avoidance of aversive tasks or activities
   - Escape or avoidance of other individuals (negative social reinforcement)
   - Internal stimulation (sensory reinforcement)
   - Power or control / intimidation

5. Develop and implement Behavioral Intervention Plan (BIP)
   - Decrease target behavior by manipulating setting events and antecedents
   - Plan for teaching an appropriate behavior that serves the same function as the problem (replacement behavior)
   - Throughout implementation, continue to collect data

6. Evaluate and modify the BIP
   - Ensure that BIP is being implemented correctly and consistently
   - Utilize data collection procedures in order to accurately measure progress

Baltimore County Public Schools

FUNCTIONAL BEHAVIORAL ASSESSMENT/BEHAVIOR INTERVENTION PLAN

Student Name:_____School:_____Date:_____

Grade:_____ Birth Date:_____ Case Manager: _____

Functional Behavioral Assessment (FBA)

Data Collection: (How did the staff collect data on this student's behavior?)

- □• Record review
- □• Anecdotal records
- □• Office/crisis referrals
- □• Teacher interviews
- □• Student interview
- □• Other _____
- □• Classroom observation
- □• A-B-C sheets
- □• Point sheets
- □• Parent interviews
- □• Health information review

Background Information/Outside Factors: (Family structure, medical/psychiatric diagnoses, medications, personal interests, strengths)

_____

_____

_____

_____

_____

Behaviors of concern: (Choose 1, 2, or 3 target behaviors that are most impacting the student's success)

_____

_____

_____

Predictors: (Under which situations do the target behaviors occur? Antecedents and situations: when, where, with whom, with what, etc.)

_____

_____

_____

_____

Maintaining Functions: (What need is the student trying to get met? Attains or avoids objects, food, demands, tasks, requests, social contact, peers, adults, activities, etc.)

Setting Events: (What makes the problem behaviors worse? Sleep, diet, schedule, home problems, illness, etc.)

Behavior Intervention Plan (BIP)

Setting Event Manipulations: (What will staff do to prevent setting event from reinforcing the target behavior?)

Antecedent Manipulations: (What will staff do to minimize the effect of the antecedents on the student?)

Behavior Teaching Strategies: (What will staff do to alter instruction and/or classroom management?)

Consequence Manipulations: (What will staff do to prevent reinforcing consequences and/or reinforce positive behavior?)

On-Going Data Collection: (How will the staff continue to collect data on this student's behavior? Who will be responsible for collecting the data?)

- Record review
- Anecdotal records
- Office/crisis referrals
- Teacher interviews
- Student interview
- Classroom observation
- A-B-C sheets
- Point sheets
- Parent interviews
- Health information review
- Other _____

Participating Team Members:

Name	Position
_____	
_____	
_____	
_____	
_____	

Date to be Reviewed:_____

POSSIBLE INTERVENTIONS TO CONSIDER FOR THE INDIVIDUAL STUDENT

For the small percentage of students who do not respond to the proactive schoolwide support, the Student Support Team members may find this section on "Possible Interventions to Consider" helpful in developing informal individual student support plans. The chart on this page, in conjunction with the following pages, provides descriptors of concerning behaviors and possible intervention to consider. This section also includes several examples of informal behavior plans, student point sheets, behavior charts, behavior contracts etc.

INDIVIDUAL STUDENT INTERVENTIONS

Acknowledgement of copyright permission…
The specific information in this section is taken from the writings of Dr. Randy Sprick and others from the University of Oregon.

Descriptors of Student Behaviors	Interventions
The student may not know what is expected.	Intervention A: Planned Discussions
The student may have underlying academic problems.	Intervention B: Academic Assistance
The student makes negative comments about himself/herself and others.	Intervention C: Restructuring Self-Talk
The student seems to be unaware of when he/she engages in inappropriate behavior.	Intervention D: Signal Interference Cueing
The student is impulsive and has difficulty maintaining emotional control.	Intervention E: Self-Control Training
The student has difficulty with motivation and may not understand how to reach a goal.	Intervention F: Goal Setting and Contracting
The misbehavior is a firmly established part of the student's behavior.	Intervention G: Structured Reinforcement Systems
Several students in a class have difficulty managing their behavior.	Intervention H: Classroom Management Strategies
It is difficult to be consistent with the student because it is not always clear when the student has crossed the line between appropriate and inappropriate behavior and/or consequences for misbehavior seem necessary, but do not seem to work.	Intervention I: Borderlines and Consequences

INTERVENTION A
DISCUSS THE PROBLEM

Descriptor: The student may not know what is expected

Types of behavior that may be positively affected by this intervention: This intervention has the potential of having a positive impact on almost any behavior, from physically dangerous acts to chronic crying to minor disruptive acts. With any child whose language skills are sufficient to be able to understand and participate in a discussion, this intervention should be implemented. For minor problems or in the early stages of a moderate problem, this intervention may be sufficient in and of itself. For severe problems, or for moderate problems that have been going on for a long period of time, discussion may be one part of the total plan to help the student.

Summary of Intervention Steps:

1. Identify the problem and the goal.
2. Determine who should participate in the discussion.
3. Schedule the discussion for an appropriate time.
4. Conduct the discussion, and schedule a follow-up discussion to determine progress.
5. Provide encouragement to the student for steps toward improvement.

DISCUSSION RECORD

Describe the Problem:

_____

_____

Establish a Goal:

_____

_____

Brainstorm Actions:

_____

_____

_____

Select Actions:

- Check selected actions from the brainstormed list.
- Identify who will be responsible for each action.

Next meeting:

Date: _____ **Time:** _____

Participants:

_____

INTERVENTION B
ACADEMIC DIAGNOSIS AND INTERVENTIONS

Descriptor: The student may have an underlying academic problem

Types of behavior that may be positively affected by this intervention:

- Incomplete or late work
- Attention Problems
- Cheating
- Disruptive Behavior
- Anger or Hostility
- Complaints about health
- Poor self-concept
- Class clown type behaviors
- Shy or withdrawn type behaviors
- Poor motivation
- Tantrums
- Lying
- Stealing
- Lack of energy

Anytime that a behavior has become chronic, and has been resistant to other interventions, conduct some of the evaluation procedures described in this intervention.

Summary of Intervention Steps

Evaluation:

1. Determine if the student is able to decode assigned reading material with reasonable rate and accuracy.
2. Determine if the student has the ability to retain information that has just been read.
3. Determine if the student is able to make inferences and engage in other higher order thinking skills from material that has just been read.
4. Determine if the student is able to understand and retain information from written directions.
5. Determine if the student is able to complete assignments independently.
6. Determine if the student is capable of staying on task for extended periods of time.
7. Determine if the student knows basic organizational skills for keeping track of assignments, budgeting time, arranging to complete homework, studying for tests, etc.

Use one or more of the following strategies:

- Construct and use framed outlines.
- Design and use interactive graphic organizers.
- Identify and preteach essential vocabulary.
- Highlight textbooks and printed material.
- Transcribe or summarize highlighted text.
- Provide two-column study guides.
- Focus assignments on critical course content.
- Focus test items on critical course content.
- Provide framed writing assignments.
- Teach the student to manage homework (or other organizational strategies).

INTERVENTION C
RESTRUCTURING SELF-TALK

Descriptor: The student makes negative comments about himself/others

Types of behaviors that may be positively affected by this intervention:

1. Negativity
   "Do we have to do that?"
   "Painting is stupid, why do we have to?"
2. Excessive criticism
3. Self put-down
4. Poor self-concept
5. Defeatist attitudes
6. Self-control problems

Summary of Intervention Steps:

1. Clarify the problem and the goal.
2. Identify types of positive statements for the student to use.
3. Identify settings and context in which the student might use those statements.
4. Identify ways that the teacher and other significant adults could cue the student to use the statements.
5. Meet with the student to discuss the problem and the plan
6. Arrange for someone to meet with the student on a regular basis to practice positive self-talk and to discuss real situations where the student used or did not use self-talk.

Self-Monitoring Strategy

Name: _____ Grade:_____

Date: _____

Negative Comments	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Positive Comments	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Date:

Negative Comments	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Positive Comments	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Date:

Negative Comments	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Positive Comments	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

INTERVENTION D
SIGNAL INTERFERENCE CUEING

Descriptor: The student seems to be unaware of when he/she engages in inappropriate behavior

Types of Behavior that may be positively affected by this intervention:

- Impulsive behavior (outburst/calling out, anger)
- Excessive behavior (bragging, complaining, put downs)
- Poor peer relations
- Habitual behavior
- Disruptive behavior
- Off-task behavior

Summary of Intervention Steps:

1. Identify the problem and the goal.
2. Identify the times, places, and events that tend to elicit the problem behavior.
3. Determine who should participate in the discussion.
4. Schedule the discussion for an appropriate time.
5. Work with the student to identify a mutually agreeable signal that can be used to indicate that the problem behavior is occurring or might occur. Then practice use of the signal.
6. Establish an evaluation plan for determining the effectiveness of the intervention.
7. Reinforce the student for attending to the signal.
8. Reinforce the student for managing behavior without needing the signal.
9. Meet with the student regularly to discuss progress.

INTERVENTION E
SELF-CONTROL TRAINING

Descriptor: The student is impulsive and has difficulty maintaining emotional control.

Types of behavior that may be positively affected by this intervention:

- Tantrums
- Out-of-control anger
- Physical aggression
- Chronic crying

Summary of Intervention Steps:

Note: If necessary, conduct a Functional Behavioral Assessment/Behavioral Intervention Plan

1. Identify the problem—what does the student do at the peak of being out of control?
2. Determine any consequences that may need to be applied as a result of the student's out-of-control behavior.
3. Identify the settings, times, people, and events that seem to "Set the student off." These will be referred to as "triggers."
4. Identify the behaviors the student engages in between being "set off" and being out of control. These behaviors will be referred to as a "behavioral chain."
5. Establish frequent lessons to teach the student to identify the triggers and the behavioral chain that leads up to the out-of-control peak. In addition, teach the student alternative behaviors within the behavioral chain.
6. Prepare a systematic plan for "re-engaging" the student in class activities after being out of control. Note: To avoid reinforcing the out-of-control behavior, the re-entry plan should give the student very little attention.
7. Determine some ways the teacher can prompt the student to notice the "triggers" or the "behavioral chain." The purpose is to remind the student to substitute an alternative behavior to avoid getting out of control.
8. Watch for times the student attempts to maintain self-control and encourage the student.

Baltimore County Public Schools

SELF-CONTROL SKILLS SHEET

Name:_____ Date:_____ Grade:_____

Goal(s): _____

Triggers (things that set me off):

Accelerating agitation (signs of stress or anger):

Self-control strategies (ways to calm down):

My signals (reminders to use self-control strategies):

Specific skills I am working on:

INTERVENTION F
GOAL SETTING

Descriptor: The student has difficulty with motivation and may not understand how to reach a goal.

Types of behavior that may be positively affected by this behavior: Nearly any type of problems with behavior or motivation

Summary of Intervention Steps:

1. Arrange a "goal conference" with the student. Decide if the parents and any other school staff should be involved in the conference.

2. Work with everyone present at the conference to clarify the problem. Actively involve the student in this process.

3. Brainstorm different things the student could do to solve the problem.

4. Have the student choose two to four of the items from the brainstormed list that s/he would be willing to do, and that would help to solve the problem.

5. Attach a label to the goal for easy reference:
   - Responsible
   - Self-reliant
   - Tolerant
   - Problem-Solving
   - Organized
   - Cooperative
   - Motivated
   - Focused

6. Brainstorm things that adults could do to assist the student in reaching the goal. Have the student choose some of the items from the list that s/he thinks might be of assistance.

7. Identify if there is a need for consequences for misbehavior or for failure to meet the goal expectations.

8. Determine if there is a need for structured rewards to be tied to goal attainment.

9. Arrange a regular time for the student to meet with an adult to discuss progress.

10. Write the agreed upon information into a simple goal contract and have all parties sign.

Baltimore County Public Schools

BEHAVIORAL GOAL SETTING FORM

Student:_____ **Date:**_____
Grade: _____ **Teacher:** _____

Description of problem:

_____
_____
_____
_____

Goal:

_____
_____
_____
_____

Student responsibilities for achieving the goal:

_____
_____
_____
_____

Teacher support responsibilities:

_____
_____
_____
_____

Evaluation procedure:

_____
_____
_____
_____

Date of goal evaluation:

_____

Student's signature: _____**Teacher's Signature**_____

INTERVENTION G
STRUCTURED REINFORCEMENT CONTRACT

Descriptor: The misbehavior is a firmly established part of the student's behavior

Types of behaviors that may be positively affected by this intervention: Any chronic behavior or motivational problem that seems firmly established in the student's repertoire.

Common concerns or questions:

- Shouldn't the student behave just because it is expected?
- Why should this student get extra rewards that the *good* students do not receive?
- Won't my other students object?
- Isn't this bribery?
- Will this turn the student into one of those children who always ask, "What will you give me if I do that?"

Summary of intervention steps:

1. Determine whether of not the goal is to increase a desirable behavior or decrease an undesirable behavior. Define the behavior in observable terms.
2. Determine a strategy for monitoring and recording the behavior. Pay careful attention to the length of time involved by:
    - Counting a permanent product
    - Counting a desirable behavior
    - Counting an undesirable behavior
    - Counting both a positive and negative behavior
    - Timing the length of time the behavior lasts
    - Evaluating the quality of behavior within specified time intervals.
3. Identify how points or tokens will be earned.
4. Identify a menu of possible rewards and privileges.
5. Determine prices. How many points does it take to earn a specific reward?
6. Specify any consequences for misbehavior.
7. Summarize the monitoring and record keeping procedures and anticipate possible problems.
8. Fade the system by increasing time intervals and increasing prices on reinforcers and privileges.

INTERVENTION H
CLASSROOM MANAGEMENT STRATEGIES

Descriptor: Several students in a class have difficulty managing their behavior.

Types of behavior that may be positively affected by this intervention: Any time more than three or four students are chronically misbehaving, this intervention should be part of the plan.

Strategies to consider are:

- Get the students involved in solving the problem and use the regular class meetings to refine the plan.
- Establish or revise classroom rules with the students and use the rules to provide corrective and reinforcing feedback to students.
- Develop positive expectations for the potential success of every student.
- Examine the daily schedule and modify as necessary.
- Modify ratios of interactions.
- Examine and modify the physical arrangement of the classroom.
- Increase the frequency of scanning.
- Examine transitions and increase efficiency, if appropriate.
- Develop a plan for ignoring minor attention-getting behavior and implementing consistent consequences for more severe behavior.
- Develop a plan for using intermittent rewards and privileges to acknowledge responsible behavior.
- Develop a structured group reinforcement plan.

INTERVENTION I
BORDERLINES AND CONSEQUENCES

Descriptor: It is difficult to be consistent with the student because it is not always clear when the student has crossed the line between appropriate and inappropriate behavior.
And/or
Consequences for misbehavior seem necessary, but do not seem to work.

Types of behavior that may be positively affected by this intervention: Any behavior that will involve a consequence for the misbehavior.

Summary of intervention steps

1. Brainstorm all the types of problems the student exhibits.
2. Pick a major priority problem to work on and identify each item on the list that relates to that major priority. Eliminate the other behaviors from the list.
3. Use the remaining items on the list to develop two new lists:
   - Irresponsible behavior to correct
   - Responsible behavior to encourage
4. Determine strategies for correcting the irresponsible behavior.
5. Determine ways to encourage responsible behavior.
6. Mentally rehearse different circumstances. "If the student does _____, I will _____."
7. Discuss the problem, the limits, and the consequences with the student.
8. Keep anecdotal notes of situations that were difficult to decide if the student's behavior was responsible or irresponsible. Use this information for redefining the limits. Include this information in subsequent discussions with the student.

Baltimore County Public Schools
GENERAL GUIDELINES FOR USING A BEHAVIOR POINT SHEET

Use the general guidelines listed below when using a point sheet (Behavior chart, behavior checklist, etc.):

Target behaviors

- Identify no more than three specific target behaviors that you would like to see the student exhibit. Focus on expected cooperative behaviors as opposed to behaviors in need of change. For example:
    1. Stay in assigned location
    2. Work on assigned task
    3. Speak politely
    4. Keep hands and feet to self
    5. Keep hands feet and objects safe
    6. Follow your schedule
    7. Work quietly

Frequency of awarding points

- The frequency should be determined by the student's ability to understand how the point sheet works, his/her ability to wait for points and rewards, and the frequency of occurrence of the behaviors in need of change. Point sheets can be reviewed at a variety of different intervals such as:
    1. Following each scheduled activity
    2. Lunch time and dismissal time
    3. Mid-morning, lunch, mid-afternoon, and dismissal
    4. Hourly
    5. Every half hour
- Many teachers and support staff find that they more consistently review the point sheet when there is a natural break (i.e., after each scheduled activity).

Reviewing the points

- Always review the point sheet with the student. Show the student the point sheet and let him/her see you award the points.
- At the designated review time, staff should meet with the student to review the point sheet. If s/he exhibited the cooperative behavior during that time period, s/he earned one point (or star, smiley, etc). S/he should be told "[name] you [kept your hands feet and objects safe] during math, you earned your point." If s/he did not exhibit the cooperative behavior, s/he should be told "[name], you did not [work quietly] during the independent work, so you did not get that point. You earned one point during math. Now it's time for reading."

GENERAL GUIDELINES FOR USING A BEHAVIOR POINT SHEET continued

- Feedback should be simple and clear. S/he should be praised for the points s/he did earn. Avoid questioning him/her about the behaviors or discussing misbehaviors with him/her.

Success and rewards

- To determine the criteria for a "successful day," a covert baseline should be kept. For one week, complete the checklist without the student's knowledge. Determine the average number of points s/he earned each day by adding the totals for each day and dividing by the number of days. Criteria for a successful day should be no higher than that average. It may be beneficial to choose a slightly lower number to ensure that the student will experience success with the checklist right from the beginning.
- If the student earns enough points for a successful day, s/he should be rewarded. Rewards for the student should consist of items, activities, or privileges that the student enjoys but to which s/he does not have frequent access. Common rewards include one-on-one time with a staff person, privileges (office helper, attendance duty, watering plants, setting up art supplies, etc.) computer time, break passes, homework free passes, lunch with staff, lunch with staff and a friend, small objects such as stickers, erasers, toys, lollipops, or treats. For additional rewards and special activities, a reinforcement inventory can be completed. It is important to identify rewards that the child would like. You may need to vary the rewards so as not to satiate the student.

Baltimore County Public Schools

EXAMPLE OF A STUDENT'S BEHAVIOR POINT SHEET

Goal: Today, I will earn _____ out of 40 possible points.

Student's Goals:	**Ratings:**
• I will listen well to the teacher. • I will treat others with respect. • I will complete and turn my classwork in to the teacher. • I will not play with toys or supplies.	**+ = Outstanding! (3 pts.)** **• = Satisfactory (2 pts.)** **- = Needs Improvement (0 pt)**

	Homeroom		**Reading/ Language Arts**		**Math**		**Social Studies**	
Student's Goals:	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher
I listened well to the teacher.								
I treated others with respect.								
I completed and turned my classwork in to the teacher.								
I did not play with toys or supplies.								
1 Bonus Point for matching teacher rating on 2 or more goals								
Total Points (Teacher column):								
Additional Comments:								

Today, I earned _____ total points.

Parent Signature: _____

Baltimore County Public Schools

EXAMPLE OF AN ASSIGNMENT CHART

COMPLETION OF CLASSWORK

John will earn one sticker for each assignment completed and turned in successfully to the teacher. Once he has earned three stickers, he will earn a special privilege.

Date:	#1	#2	#3	Reward Earned:
	Class:_____	Class:_____	Class:_____	
	Class:_____	Class:_____	Class:_____	
	Class:_____	Class:_____	Class:_____	
	Class:_____	Class:_____	Class:_____	
	Class:_____	Class:_____	Class:_____	
	Class:_____	Class:_____	Class:_____	
	Class:_____	Class:_____	Class:_____	
	Class:_____	Class:_____	Class:_____	
	Class:_____	Class:_____	Class:_____	

Baltimore County Public Schools

EXAMPLE OF A BEHAVIOR CHART WITH SELF MONITORING FOR THE STUDENT

GOAL: Today, I will earn _____ out of 12 possible points.

Student's Goals:

1. I will put my name on my paper.
2. I will complete my assignments.
3. I will turn in my assignments.

Ratings: Yes = one point

	Reading		**Language Arts**		**Math**		**Social Studies/Science**	
Student's Goals:	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student
I put my name on my paper(s).								
I completed my assignment(s).								
I turned in my assignment(s)								
1 Bonus Point for matching teacher rating on **2** or more goals								
Total Points (teacher column):								
Additional Comments:								
Goal Achieved?	Yes	No	Yes	No	Yes	No	Yes	No

Parent Initials: _____

Baltimore County Public Schools
EXAMPLE OF A CRISIS INTERVENTION PLAN

Student: _____ Grade/Section: _____

Date: _____

Crisis Defined: Jane, when frustrated or angry, frequently yells at peers or adults, refuses to leave her seat, and/or resists adult attempts to encourage her to use appropriate coping strategies to deal with her feelings (counting to ten, taking deep breaths, talking in a calm voice, etc.). Often her behavior escalates, and she is unable to calm down without leaving the classroom and having the opportunity to vent/express her feelings.

This behavior may be viewed as a **crisis** only when Jane refuses to respond to adult direction and continues to *significantly* disrupt the learning of others.

When Jane's behavior escalates into a **crisis,** the following procedures should be followed:

1. Remind Jane to speak in a calm voice.
2. Remind Jane that in order for her to earn all of her points, she needs to follow adult directives and remain respectful.
3. Request that Jane take a time-out inside the classroom.

If the above strategies are tried, and Jane continues to disrupt the learning of others, Jane may need to leave the classroom in order to calm down. At Jane's request, Jane will **first** be permitted to leave the classroom with the Instructional Assistant (or the School Psychologist, if s/he is available). If Jane refuses to leave the classroom with the Instructional Assistant or the School Psychologist, **then** the Crisis Intervention Instructor may be called to help Jane cope with her anger/behavior.

Signed by:

Assistant Principal: _____

Teacher: _____

Student: _____

School Psychologist: _____

Other: _____

CRISIS INTERVENTION PROGRAMS

To ensure the maintenance of safe and orderly learning environments in all of the schools, school staffs need to be prepared to intervene when a student is in crisis and is exhibiting out of control behavior. Crisis intervention is a brief segment of time in which staff must intervene with a student and address behavior that may deteriorate to a more violent or disruptive level. Although violent behaviors may be a small percentage of behavior problems, the need for school staff to prevent, respond, and process volatile events is necessary.

The Baltimore County Public Schools offer three specific training courses designed to teach staff members appropriate ways to manage volatile or crisis behaviors when students loose control of themselves.

The Crisis Prevention Intervention Program is designed to provide basic skill training in crisis prevention and intervention. The purpose for this training is for the care, welfare, and security of students and staff in the event of a behavioral crisis. The training places an emphasis on early intervention, providing staff with methods and principles to identity a developing behavioral crisis. The following intervention strategies are included in the training:

- Identification of the development of a behavior crisis
- Appropriate staff responses to behaviors in each of the four stages
- Prevention of escalation and provision of appropriate support for students
- Techniques for setting limits
- Techniques to de-escalate power struggles of emotionally volatile students
- Study of personal safety techniques to prevent staff injuries during physical altercations with students
- Practice of personal safety techniques to prevent staff injuries during physical altercations with students
- Therapeutic physical restraint techniques
- Post-crisis therapeutic communication and problem solving strategies

This training is offered by the Department of Professional Development and is coordinated by the Office of Safe and Drug-Free Schools. This one credit inservice course is an eight-hour training course.

The Life Space Crisis Intervention Program is a verbal intervention-training program with strategies designed for use in crisis situations. The focus is on processing the event during the resolution stage of a crisis. The goal is to process the incident and provide the student with insight into the self-defeating pattern of behavior. New skills are provided in processing the crisis and the student may return to his classroom once he/she is in control of his/her behavior.

Training in **Life Space Crisis Intervention** provides staff training in the following areas:

- Communication skills
- De-escalation skills
- Interviewing skills
- Diagnostic skills
- Identification of student self-defeating behavior patterns
- Skills and knowledge in ways to provide students with insight to their behavior
- Confidence in the ability to assist students in solving behavior problems.

The Life Space Crisis Intervention course is offered by the Department of Professional Development and is coordinated by the Office of Special Education. **LSCI** is a five-day training course. Inservice credit is offered.

The Therapeutic Aggression Control Technique V. 2 Program teaches staff the verbal and physical intervention skills needed to safely and therapeutically manage a student's aggressive behavior. The following skills are taught in this program:

- How to identify deliberate and purposeful aggression
- How to identify a student who is in an emotional crisis
- How to respond correctly with behavioral correction or emotional counseling
- How to improve awareness of one's personal role in a crisis
- How to identify and break the conflict cycle
- How to use listening and reflective communication skills
- How to implement therapeutic problem solving skills
- How to use safety and defense techniques in a physical altercation
- How to teach physical intervention and use restraint techniques.

The crisis intervention program includes a combination of life space crisis intervention and crisis intervention training. **TACT-2** is a three-day training program. A cadre of trainers in the Office of Special Education offers the training.

Crisis intervention training is recommended for all staff. At least four people in each school should be trained in crisis intervention to ensure the safety of all students and staff in the school.

COOPERATIVE DISCIPLINE PROGRAM

The *Cooperative Discipline Program* was developed to model a "classroom code of conduct that holds all students accountable and teaches them how to evaluate their own behavior." Cooperative Discipline uses three "C's" as the core of the conduct code. The three "C's" are: connect, contribute, and feel capable. Cooperative Discipline is designed to influence students so they will make good choices and demonstrate good social skills through encouragement, intervention, and collaboration.

The three "C's" are strategies that are put in place to prevent misbehavior. Dr. Linda Albert, the writer of the *Cooperative Discipline Program*, defines the three "C's" as follows:

- Students are taught to feel *capable* by learning it is okay to make mistakes; build confidence; focus on past successes; make learning tangible; and recognize achievement
- Students are taught to feel *connected* by communicating acceptance, demonstrating attention, showing appreciation, stating affirmations, and displaying affection
- Students are taught to *contribute* by encouraging contributions in the classroom, in the school building, in the community, in environmental protection, and by helping other students.

Schools implementing this program develop and implement a code of conduct designed to encourage both student and parental input. The following is an example of a code of conduct:

- I am respectful
- I am responsible
- I am safe
- I am prepared
- I will not prevent the teacher or students from participating in educational endeavors
- I will cooperate with the school community.

Dr. Albert, who was a special educator in the 1970's charged with improving reading test scores, developed the *Cooperative Discipline Program.* After evaluating the effectiveness of the program, she learned that she was able to get better results by helping the students learn and manage their classes more effectively and this helped to reduce chaos and behavior problems.

Several Baltimore County Public Schools are using the cooperative discipline program as a component of their positive behavior management and parent involvement plan.

Linda Albert, Ph.D., developed the *Cooperative Discipline Program* for children in grades kindergarten through 12. The website for Cooperative Discipline can be found by using a search engine, (i.e., Yahoo or Google) then typing in cooperative discipline. A wide range of teaching and training materials available on cooperative discipline may be purchased through American Guidance Services at 1-800-328-2560, 7:00 AM-5:00 PM CST, Monday through Friday.

TOOLS FOR TEACHING PROGRAM

The Tools for Teaching Program is a positive behavior program developed by Dr. Fred Jones as an approach to teaching discipline. This program's focus is on behavior modification and behavior management within the classroom. Strategies are provided for teachers on positive ways to deal with "brat, goof-off, and talking back" disruptive classroom behaviors.

The approach in this program is a no-nonsense, realistic approach that stresses the importance of fun in learning for students and fun in teaching for teachers. Group work, group dynamics, group communication, group processing, and group problem-solving activities are emphasized in this behavior program. This program describes ways teachers may produce classroom environments that motivate students to learn, to participate in the learning processes, so that students will be encouraged to complete all assignments and not "goof off." It also describes for teachers ways to become effective classroom managers, natural teachers, and skillful disciplinarians and motivators for students.

The results of extensive research with teachers in helping to determine what makes natural teachers who are motivators, skillful disciplinarians, and effective classroom managers, found that natural teachers show students that they mean business in their classrooms. Dr. Jones was hoping to find in his research that there was a magic bullet used by natural students to keep them focused on learning activities while behaving appropriately in class, but what he learned was that there is no terminology, no scope or sequence of skills, nor task analysis that is used by natural teachers to teach discipline and manage the classrooms effectively. Natural teachers depend on the building of positive relationships to motivate students to do what is expected.

The Tools for Teaching Program encourages parent/family involvement.

Dr. Fred Jones has published several books and programs that may be used in developing and implementing positive behavior plans. His website is www.fredjones.com and activities from his books may be downloaded. The cost of his textbooks and training materials vary in price and his workshops range from $300 per session plus his travel expenses.

POSITIVE DISCIPLINE PROGRAM

The Positive Discipline Program offers strategies for school-age children using the philosophies of Alfred Adler and Rudolph Dreikurs. These strategies follow the doctrine that all persons are created equally, thereby having equal rights to dignity and respect. The methods of positive discipline, referred to as PD, are non-punitive and non-permissive. They are considered kind, because kindness "shows respect for the child and the adult," and firm, "because firmness shows respect for what needs to be done."

Positive discipline protocols must meet the following three criteria for discipline that teaches empowerment:

- Is it respectful?
- Is it effective long term?
- Does it help children develop valuable life skills for good character?

Positive Discipline in the Classroom explains how to implement the three criteria for effective and empowering discipline. The goals are to meet students' basic needs, to avoid violence, and promote school success. Teachers and mental health professionals can gain understanding of what motivates misbehavior, and how to encourage change through effective classroom meetings.

A 1994 study focused on positive parenting skills to vulnerable families, and another study reviewed outcome measures on 10,000 students in which the success rates were very high by schools implementing these strategies proposed by the Positive Discipline Program. Much of the focus of the program's lessons on classroom meetings is on life skills in achieving success in the classroom, work, home, the community, and other relationships in which a respectful and non-punitive means of teaching self-discipline, responsibility, cooperation and problem-solving skills are in place.

There are several schools that incorporate Positive Discipline techniques into their positive behavior plan on a daily basis.

Positive Discipline in the Classroom has a website listed as www.positivediscipline.com. The office may be reached at 1-800-456-7770 or by email workshops@empoweringpeople.com. The fee for a two-day workshop is approximately $250 with a 10 percent discount for early registration.

STOP AND THINK PROGRAM

The Stop and Think Program is a social skills program that can be used with preschool and elementary school students. Parents, teachers, and mental health professionals may use it. The focus of *The Stop and Think Program* is to help children with their problem-solving skills to develop and reinforce good decision-making skills. It offers cognitive insights for students at their own levels. The social skills charts, included in the program, offer words to be used at each grade level. It's a monotonic increasing scale with respect to language and maturity. For example, in kindergarten, the teacher might say, "ears listening." In first grade, the teacher might request that the students get into their "good listening position." In second grade or third grade, the teacher might say, "listen to the direction," and so on for the eyes that are looking and the head that is thinking.

The grade the teacher is teaching relates to the skills and the "lesson plan" involved, although they are all parallel to one another. The basic steps are as follows:
Step 1: Calmly ask the student to "stop and think"
Step 2: Remind the student, "do you want to make a good choice or a bad choice"
Step 3: Ask the student, "what are your choices or steps"
Step 4: Instruct the student, "do it or show me the good choice"
Step 5: Tell the student, "good job or you should be proud of yourself"

Each of these five steps correlates to a small drawing that may serve as a cue or reinforcement of that step.

The Stop and Think Program can be found in catalogs or on the web. The programs come in drawing format, board games, and text. The famous symbol of this program is a bright red stop sign with the words STOP AND THINK written in white inside the stop sign. The Internet site for *The Stop and Think Program* offers concrete examples of the specific wording to be used with various grade levels.

SKILL STREAMING PROGRAM

The Skill Streaming Program is a social training program available in three parts, based on the ages of students: one for pre-school; one for elementary; and one for middle or high school. This program is available in text or audiotapes. This social skills program is based on the work of Goldstein and McGinnis and is being used in classrooms, as well as in offices and therapy rooms.

The four skills in *The Skill Streaming Program* involve modeling a behavior, role-playing the behavior, offering instruction, and homework that offers feedback including a self-evaluation. Students are placed in small groups and asked to think of social situations that may be causing them some stress or distress. They are given the tools to practice speaking with others such as greetings, starting small talk, starting conversations, maintaining conversations, and checking to see if the other person is indeed listening. There are a total of 50 skills that are discussed and role-played in various scenarios, all-relating to school topics, including some conversations that would take place outside of the classroom. The student will have opportunities to practice or role-play with other students in the group. Homework may be assigned to test what was practiced in a real situation outside the school. It is important for students to realize that what may seem wonderful in the small group is not seen the same in the real world.

The Skill Streaming Program offers social skills for anger-management, conflict resolution, problem-solving, and stressful situations. There are also self-evaluative tools for the students and the trainers. This program may be found on the web or ordered from the Childswork, Childsplay catalog. Prices range from $50 for a single item to $1,100 for the set.

SECOND STEP PROGRAM

The Second Step Program is a social skills training program that focuses on several skills for pre-school children through high school age adolescents, in a multi-sensory format. The skills to be taught in this program include empathy, impulse control, anger management, and problem solving. The grade levels that can use this program effectively in daily lesson plans are pre-K through grade 9. The format of the program for pre-K through grade 5 includes black and white photo-lesson cards, classroom videos, puppets, songs, and classroom posters. For students in middle school or high school levels, the lessons are scripted with overhead transparencies, classroom videos, and reproducible activity sheets. There are administrator guides and teacher guides in each grade set of learning activities.

This program has won several awards nationally for bullying prevention, child abuse prevention, and violence prevention. The Committee for Children, a nonprofit organization located in Seattle, Washington, developed *The Second Step Program* in 1997. Various research studies show the lessening of aggressive play, bullying, and impulsive, violent behavior when schools and caregivers use this comprehensive positive behavior program. It has been reported that this is a "user-friendly" program because all the work for the instructor is chronologically listed on the back of each card with a complete lesson plan. In the lessons, children become involved in discussions relating to impulsive behavior and controlling those impulses.

The Second Step Program is being used in several Baltimore County Public Schools with much success.

The Second Step Program can be found on the Internet under the website, www.secondstep.org. The Committee for Children offers workshops and consultative services. This organization may be reached at 1-800-634-4449, extension 200. Program correlation and implementation brochures are provided without cost. The program cost ranges from $139 to $1,000, depending on the grade level of the students or the parent-training program.

SELF-ESTEEM AND LIFE SKILLS PROGRAM

The *Self-Esteem and Life Skills Program (SEALS)* is a very comprehensive and user-friendly social skills program for students of all ages. This program covers multiple issues that should be discussed in the teaching of social skills. Lessons include the following topics: coping skills, expressive therapy, fear, goal setting, grief, humor, interpersonal skills, leisure skills, relationships, self-awareness, self-esteem, spirituality, stress management, support systems, recovery, independent living, and making changes.

Card games are also included in the program. Students can play cards to enhance the development of positive social skills. The workbook included in the program is very easy to use and a multi-sensory approach is taken in problem solving activities. There is an "I" statement activity wherein students are taught to think of others and not just of themselves. A "home life" activity is also included in the workbook wherein students are expected to develop a list of positive and negative aspects of home life. All of the students' responses fit inside the structure of a house and the structure will not be correct until students place the correct responses into the house.

Each activity is designed to build upon other activities to help students develop goal-setting strategies, good character, and recognize the importance of using a step-by-step approach to problem solving in positive ways.

The *SEALS Program* can be found on the Internet at the following web address: http://wellness-resources-com. The program can be purchased from Wellness Productions at 1-800-669-9208. Wellness Productions is a part of the Guidance Channel, which advertises in the *Childswork* and *Childsplay Magazine*. Prices of different parts of the program range from $15.00 for a set of cards to $100.00 for games and workbooks.

BIBLIOGRAPHY

Albert, Linda. *Cooperative Discipline*. Circle Pines, MN: American Guidance Services, Inc., 1996.

Albert, Linda. *Cooperative Discipline: Implementation Guide*. Circle Pines, MN: American Guidance Services, Inc., 1996.

Aranha, Mary Curtis. *A Good Place To Be: A Leadership Guide for Making Your Vision a Reality*. Port Chester, NY: Dude Publishing, 2002.

Abourjilie, Charlie. *Developing Character for Classroom Success*. Chapel Hill, NC: Character Development Publishing, 2000.

Beane, Allan L. *The Bully Free Classroom: Over 100 Tips and Strategies for Teachers K-8*. Minneapolis, MN: Free Spirit Publishing, 1999.

Beedy, Jeffrey. *Sports Plus: Developing Youth Sports Programs that Teach Positive Values*. Hamilton, MA: Project Adventure, Inc., 1997.

Benson, Peter L., Ph.D., Judy Galbraith, M.A., & Pamela Espeland. *What Teens Need to Succeed*. Minneapolis, MN: Free Spirit Publishing, Inc., 1998.

Bernardo, Rudy et al. *Building Character Schoolwide: Creating a Caring Community in Your School*. Chapel Hill, NC: Character Development Publishing, 2000.

Bloomquist, Michael L. *Skills Training with Children with Behavioral Disorders: A Parent and Therapist Guidebook*. New York, NY: The Guilford Press, 1996.

Braman, O. Randall, Ph.D. *The Oppositional Child*. Indianapolis, IN: Kidsrights, 1997.

Brooks, B. David & Frank Goble. *Case for Character Education*. Northridge, CA: Studio Four Productions, 1997.

Chernofsky, Barbara, & Diane Gage. *Change Your Child's Behavior by Changing Yours, 13 New Tricks to Get Kids to Cooperate*. Three Rivers Press, New York, NY: 1996.

Dotson, Anne C. & Karen D. Dotson. *Teaching Character/Parent's Guide*. Chapel Hill, NC: Character Development Publishing, 1997.

Dotson, Anne C. & Karen D. Dotson. *Teaching Character/Teacher's Guide*. Chapel Hill, NC: Character Development Publishing, 1997.

Elias, Maurice et al. *Promoting Social-Emotional Learning: Guidelines for Educators*. Alexandria, VA: ASCD, 1997.

Elias, Maurice & Steven Tobias. *Social Problem Solving: Interventions in the Schools*. New York, NY: Guilford Press, 1996.

Fay, Jim & David Funk. *Love and Logic*. Golden, CO: The Love and Logic People, 1998.

Glasser, William, M.D. *Choice Theory in the Classroom*. New York, NY: Harper Collins Publishers, Inc., 2001.

Goldstein, Arnold P., Barry Glick, and John C. Gibbs. *Aggression Replacement Training: A Comprehension Intervention for Aggressive Youth*. Champaign, IL: Research Press, 1998.

Healy, Jane M. *Failure to Connect.* New York, NY: Simon & Schuster, 1998.

Hoffman, Judith B. & Anne R. Lee. *Character Education Workshop: For School Boards, Administrators & Community Leaders.* Chapel Hill, NC: Character Development Publishing, 1997.

Hofmann, Ginnie. *The Big Bad Bully Bear*. New York, NY: Random House, 1996.

Ingersoll, Barbara D., Ph.D. and Sam Goldstein, Ph.D. *Lonely, Sad and Angry*: *How to Help Your Unhappy Child*. Plantation, FL: Specialty Press, 2001.

Jones, Frederic H., Ph.D. *Tools for Teaching*. Santa Cruz, CA: Frederic H. Jones and Associates, Inc., 2000.

Josephson, Michael & Wes Hanson. *Power of Character: Prominent Americans Talk About Life, Work, Values & More*. San Francisco, CA: Jossey-Bass, 1998.

Kagan, Miguel et al. *Classbuilding*. San Clemente, CA: Kagan Cooperative Learning, 1997.

Knoblock, Kathleen. *Character Education: Teaching Values for Life*. Grand Rapids, MI: McGraw-Hill Children's Publishing, 1997.

Korb-Kalsa, Kathy L. & Estelle A. Leutenberg. *SEALS III, Self-Esteem and Life Skills, Third Edition*. New York, NY: Wellness Reproductions and Publishing, 2000.

Martinez, Arden. *Anger Control Activities*. Warminster, PA: MAR*CO Products, Inc., 1996.

Martinez, Arden. *I Want What I Want When I Want It: A Program Dealing With Anger in Unchangeable Situations for Grades 2-5.* Warminster, PA: MAR*CO Products, Inc., 1996.

Schab, Lisa M. *The Anger Solution Workbook*. Plainview, NY: Childswork/Childsplay, 2001.

Schor, Howard. *A Place for Starr*. Indianapolis, IN: Kidsrights, 2002.

TESA (Teacher Expectations & Student Achievement): A Staff Development Program for All Educators. Downey, CA: Los Angeles County Office of Education, 1999.