

# THE POWER OF 4:1 POSITIVE INTERACTIONS



Brookfield Elementary K-4

# BROOKFIELD ELEMENTARY K-4

Located in North Central Missouri

Enrollment: 315

Free & Reduced: 56%

PBIS School Since 2010

Implemented Tier I and Tier II, planning year for Tier III

# SESSION OUTCOMES

- Be able to explain how positive and proactive adult behaviors establish an effective classroom environment by building relationships with students
- Be able to demonstrate specific positive feedback that describes behavior and uses rationales
- Learn how routine monitoring of the implementation fidelity of the SW-PBS effective classroom practices can increase the ratio of 4:1 positive interactions

# SW-PBS PURPOSE STATEMENT

At Brookfield Elementary School we will build a positive climate of cooperation, academic excellence, respect, and safety with a pro-active approach to improving behavior and establishing school-wide expectations.



# A Continuum of Support for All

## Academic Systems

### Tier Three

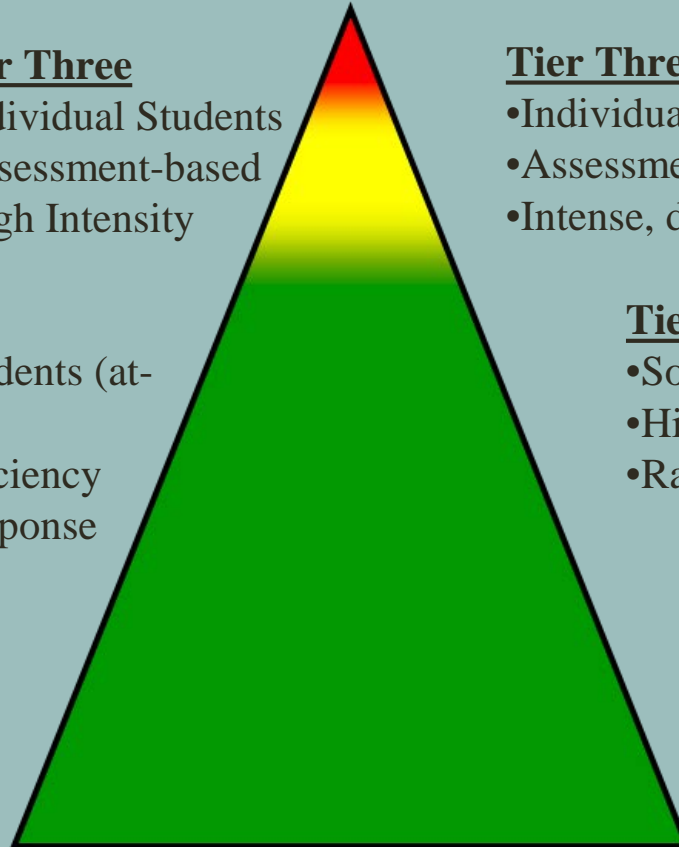
- Individual Students
- Assessment-based
- High Intensity

### Tier Two

- Some students (at-risk)
- High efficiency
- Rapid response

### Tier One

- All students
- Preventive, proactive



## Behavioral Systems

### Tier Three

- Individual Students
- Assessment-based
- Intense, durable procedures

### Tier Two

- Some students (at-risk)
- High efficiency
- Rapid response

### Tier One

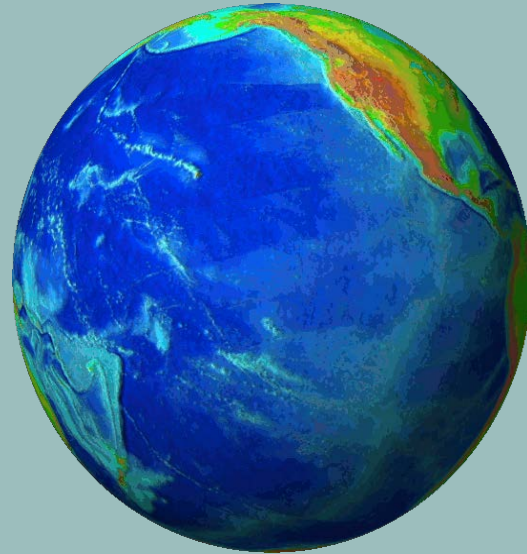
- All settings, all students
- Preventive, proactive

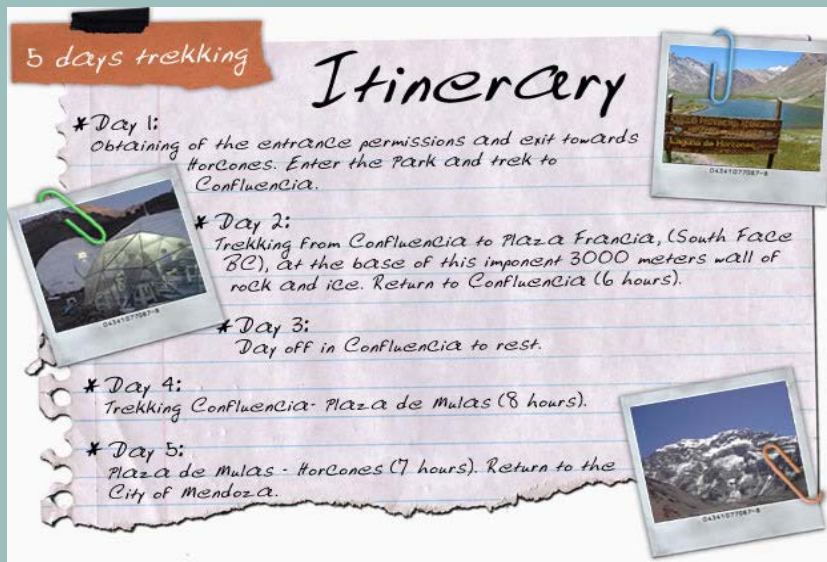






# AROUND THE WORLD IN 174 DAYS






Goals & Objectives of the SWPBS Leadership Team: PBS Team members of Brookfield K-4 Elementary will understand and explain to others the importance and impact of both contingent and non-contingent attention on student behavior and school climate.

- Monitor staff use of encouragement strategies with students
- Provide Professional Development to Encourage Expected Behaviors
- Provide support upon teacher request





	Approval Statements	Disapproval Statements	Ratio of Positive to Negative
Academic	20.36/hour	7.58/hour	3 : 1
Social	1.52/hour	19.20/hour	1 : 13

***Academic behavior*** of students is more likely to attract positive teacher attention than is social behavior.

In addition, ***teachers respond far more frequently to inappropriate social behavior*** than to appropriate behavior.

## There or Their?

For example, when a student is learning to use “their” or “there” in a sentence, we might say “Good job of using “their” to show the books belonged to Jake and using “there” to show where Jake put the books.

The same holds true for behaviors students are learning.





# SW- PBS Classroom 8

## Eight Effective Classroom Practices

1. Classroom Expectations
2. Classroom Procedures & Routines
3. Encouraging Expected Behavior--Major Focus this year!
4. Discouraging Inappropriate Behavior
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequencing & Choice
8. Task Difficulty



**Goals & Objectives: Teachers in the Brookfield K-4 Elementary** will understand and explain to others the importance and impact of both contingent and non-contingent attention on student behavior and school climate.

# YOU DO!

- BUILD relationships with students and positive school climate
- GIVE specific positive feedback that specifically describes behavior and uses rationales.
- USE Bulldog Bands to enhance your use of specific positive feedback.
- USE the menu of prizes that motivate all students across settings.

# Where is the MOST magical place in school?



Teacher Self-Assessment Tool

Self-Assessment Features	Yes	No	In Progress
1. I provide a variety of <b>free and frequent</b> social attention, activities and tangible reinforcers.			
2. I give specific positive feedback that specifically describes the behavior and provides a rationale.			
3. I regularly monitor my rate of response to positive student behavior, working toward the goal of 4:1.			
4. I provide a variety of social attention, activities and tangible <b>intermittent</b> reinforcers.			
5. I provide a variety of social attention, activities and tangible <b>long term</b> reinforcers.			
6. My students can tell why they receive acknowledgement for expected behavior.			
7. All my students state they have received social attention, activities or tangible acknowledgement for following the classroom expectations, rules and procedures.			

Your CLASSROOM, when you use 4:1!



How often should I give positive feedback?

4:1

Four positive comments to one correction.

- Feedback provides a positive and predictable environment.
- Positive environments are ones that compliance receives more attention than noncompliance.
- Students will demonstrate behaviors given the most attention.



# Brookfield R-III Elementary

## SCHOOLWIDE SOCIAL BEHAVIOR MATRIX

*"Be a Bulldog!"*



	All Settings	Classroom	Hallway	Cafeteria	Bus	Restroom	Outdoors	B-Bus
<b>Be Respectful</b>	Follow directions  Use manners and kind words  Use appropriate voice levels	Be a good listener  Maintain personal space	Be quiet	Use your table manners	Follow the bus driver's directions	Give others privacy	Include others  Take turns	Listen to adults  Use inside voices  Raise your hand
<b>Be Responsible</b>	Use materials correctly  Keep school neat and clean  Be where you're supposed to be	Complete and turn in assignments  Actively participate  Stay on task	Return to class promptly	Clean up after yourself	Take all your belongings  Get off at your scheduled stop	Follow restroom procedures  Return to class promptly	Line up quickly and silently	Stay in your space  Take all your belongings
<b>Be Safe</b>	Keep hands, feet, and objects to yourself  Solve problems nicely	Push in chairs  Walk  Sit correctly	Walk in line  Face forward	Walk  Face forward  Eat only your food	Remain seated  Keep aisle clear  Face forward  Follow the exit procedures	Walk  Wash hands with soap and water	Use equipment as instructed  Stay in approved areas	Sit facing forward  Feet under the table  Dismiss by bench

1. Classroom Expectations



# Brookfield Elementary PBS Lesson

## Plan

### Be Respectful

All Settings – Use Manners and Kind

Words

Monday, August 26, 2017



# 2. Classroom Procedures & Routines

<b>Matrix Expectations</b>	Be Respectful	
<b>Matrix Rule and Steps</b> <i>List rule from matrix and steps to complete the rule.</i>	Use Manners and Kind Words (points covered in the video) <ul style="list-style-type: none"><li>• Offer a friendly greeting</li><li>• Say please, thank you, and your welcome</li><li>• Excuse me and I'm sorry (words of apology)</li></ul>	
<b>Content</b> <i>Identify the location(s) where behavior and rule is expected.</i>	All Settings	
<b>Tell</b> <i>Introduce the rule and why it is important.</i>	Discuss the word courtesy—caring about others and use good manners. The way you act to show others you care about them. Show the video from Learn 360 <a href="http://www.learn360.com/ShowVideo.aspx?ID=318219">http://www.learn360.com/ShowVideo.aspx?ID=318219</a>	
<b>Show</b> <i>Teacher demonstrates or models the rule. Teacher models non-examples. End with model of example.</i>	Stop after each tip and discuss examples and non-examples Song from video: Manners and courtesy Kindness is cool It's nice to be nice Especially at school.	
<b>Practice</b> <i>Give students opportunities to role play the rule across all relevant settings.</i>	Role play situations similar to the ones in the video with students modeling correct behavior for each tip.	
<b>Monitor</b>	<b>Precorrect/Remind</b> <i>Anticipate and give students a reminder to perform behavior.</i>	Remind students of ways to use manners and kind words before participating in activities—review appropriate tips from above for the situation. Be a good model for your students—following the tips.
	<b>Supervise</b> <i>Move, scan and interact with students.</i>	In all situations use Active Supervision techniques and interact with students using the tips and quick conferencing with those who need reminding.

The purpose of school wide recognition is to acknowledge and show appreciation to students who have provided positive demonstrations of the school wide behavioral expectations. *Colvin 2007*



# MONITOR

## Frequency and Type of Student Interactions

Teacher: \_\_\_\_\_ Observer: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Activity: \_\_\_\_\_

Attention to Positive, Appropriate Student Behavior		Attention to Negative, Inappropriate Student Behavior
<i>Non-Contingent</i>	<i>Specific Positive Feedback</i>	
Ratio of Teacher Interactions:		
_____attention to positive student behavior: _____attention to inappropriate, negative student behavior		
Notes:		

2-21		
Positive	Negative	
4	1	
6	1	
1	0	
2	0	
4	6	
7	1	
2	1	
3	1	
12	7	
0	2	
0	4	
4	2	
0	10	
9	2	
5	1	
0	0	
0	6	
5	3	
0	3	
0	1	
3.157894	2.684210	
3.2	2.684210	

3-15-18		
Avg. +	Avg. -	
8.5	6	
2	1	
13	9.5	
5.5	2	
14	0	
5	0	
13	6	
1	1	
6	1	
4	0	
6	0	
4	0	
15	0	
6	1	
4	1	
5	1	
3.5	0.5	
2	1.5	
7.5	1.5	
12	0	
0.5	0	
1	0	
11	5	
13	0	
6.578947	1.736842	

# GROWING TIER II STUDENTS

A wide-angle photograph of a vast field of wildflowers in full bloom. The foreground is filled with a dense carpet of small, colorful flowers, including bright orange and yellow ones, and purple ones. The field extends to a flat horizon under a clear, bright blue sky. The overall scene is vibrant and natural.

# WHY ARE THEY WILTING?



No one cares!



Why should I try?

I don't understand ..



# HOW ARE YOU CONTRIBUTING?

A large, vibrant purple flower with a dark center, set against a blurred green background. The flower is the central focus of the image, with its petals fully open and showing a rich purple hue. The background is a soft, out-of-focus green, suggesting a natural setting like a garden or field.

Seriously,  
just get in  
line!

You should  
know this  
by now.

How many  
times have I  
told you...

# YOU HAVE THE POWER.

Maybe we  
can't control  
external  
factors

But, YOU do  
have control  
of what  
happens in  
your room.



Is your “garden” blooming?



# BE THEIR SUNSHINE

*Increasing your specific positive feedback...*

Thank you for following the directions the first time.

You really went above and beyond by actively participating in our discussion, great leadership.

Way to be safe by keeping your hands to yourself in the hall.

# Sprinkles..



## Positive Tone of Voice

## Facial Expressions

Safe,  
Inviting  
Environment

**SOME NEED A LITTLE EXTRA  
FERTILIZER...**

## **TIER 2 STUDENTS**

Increase the SPECIFIC  
Positive Feedback to 8:1



*As the **GARDENER**, do you make sure your class will bloom into a beautiful garden?*



# Teacher Walk Through Ratio

February 2017 3:3

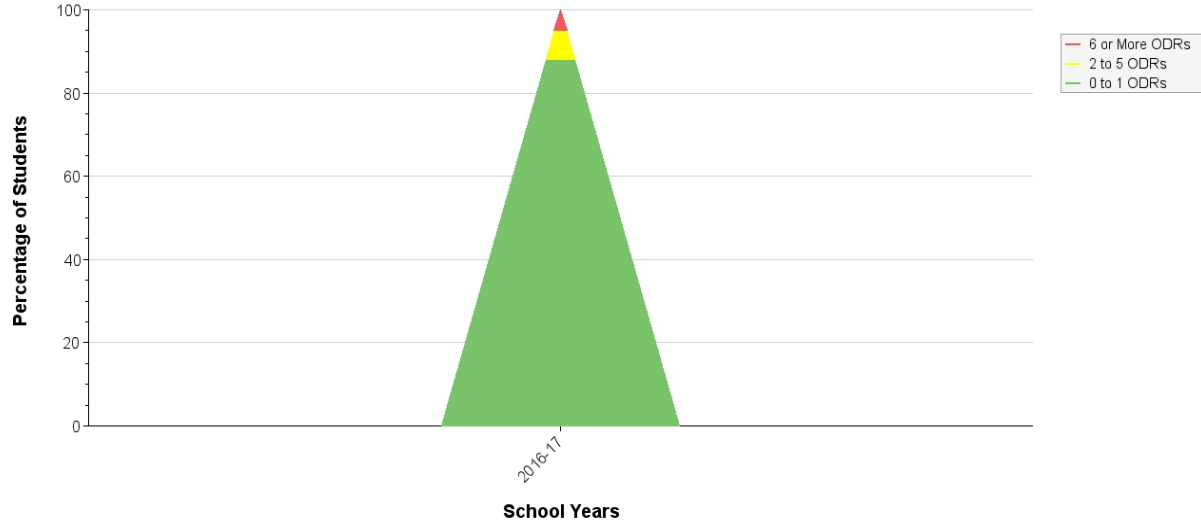
October 2017 3:1

March 2018



### Triangle Data Report

Major, 2016-17 - 2016-17



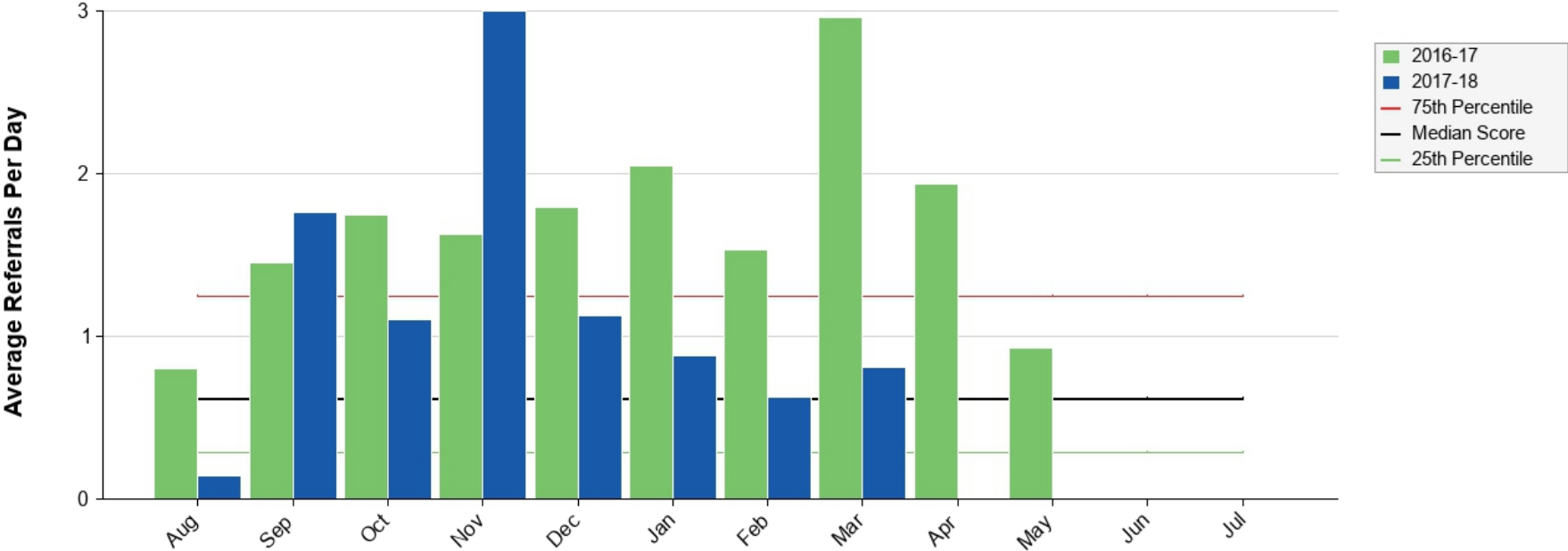
2016-17 -- 0-1 ODR's 88.11%  
2-5 ODR's 7.84 %  
6+ 4.05%

# COMPARING BIG 5 DATA 2016-2017 vs 2017-2018



## Average Referrals Per Day Per Month - Multi-Year

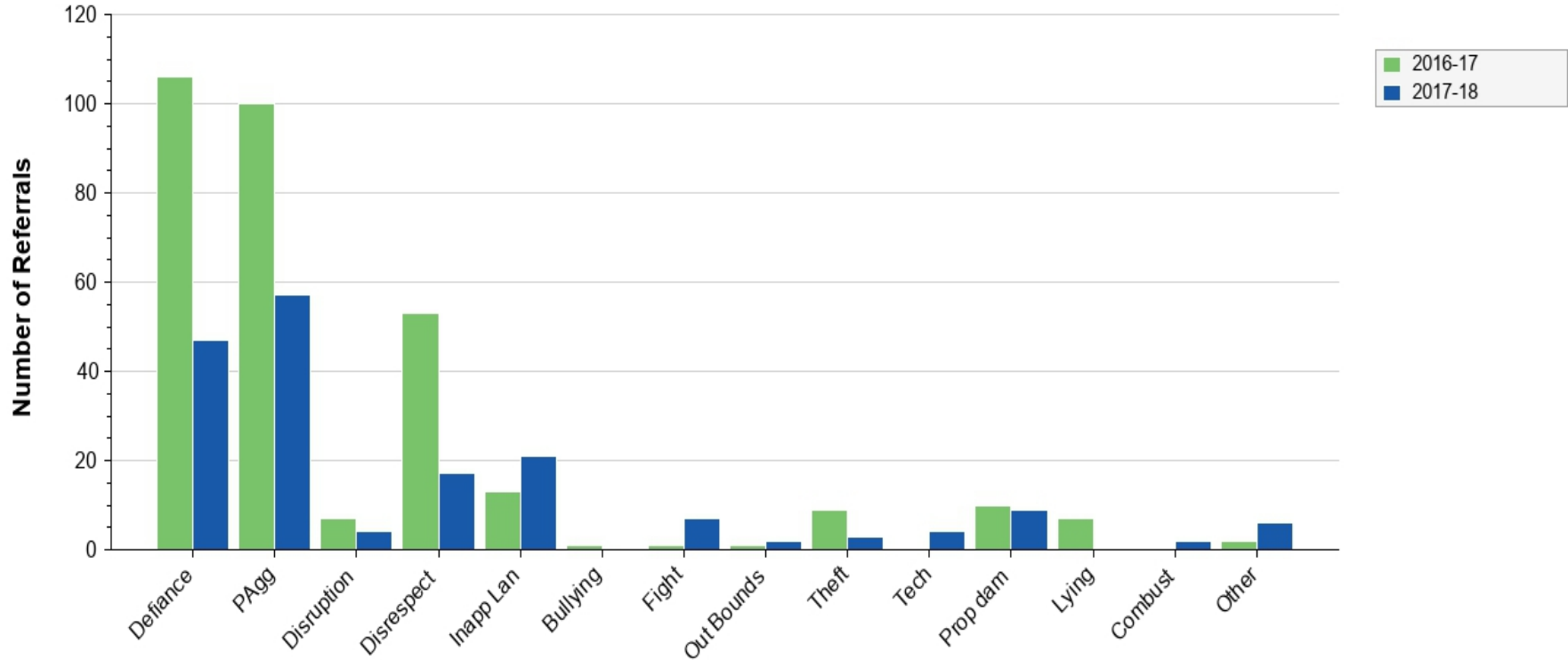
Major, 2016-17 - 2017-18



# COMPARING BIG 5 Historical Data

## Referrals by Problem Behavior - Multi-Year

Major, 2016-17 - 2017-18











# Climate Enhancers

- Always model respectful and polite behavior
- Praise genuinely and frequently
- Set high, but reasonable and attainable expectations
- Know your students
- Spend time interacting with students
- Use effective listening skills
- Design classroom to be appealing to students
- Celebrate student success and achievement
- Use humor

Teachers have incredible potential to be a powerful influence on students' lives. That potential extends beyond the school day. Meaningful relationships with teachers may influence positive long-term outcomes for students.



# BROOKFIELD ELEMENTARY SCHOOL, BROOKFIELD MO

Lori Bredehoft

- 15 years in education
- Title I Reading Teacher
- Tier I Coach
- lbredehoft@brookfieldr3.org

Beth Kehr

- 16 years in education
- Elementary Counselor
- Tier II Coach
- Blumsden-kehr@brookfieldr3.org

