SLO Improved 1st Grade Classroom Behavior by 248%
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Introductions

Introducing The Teachers

• Wiscasset Elementary School
  • Trae Stover, 32 years teaching experience in the lower grades (especially grade 1)
  • Katlyn Beedy, first year teacher
  • Stacy White, Principal
  • Susan Prince, Director of Special Services
The Cohort

- Each 1st grade classroom included students advancing from a full-day kindergarten classroom led the previous year by a struggling teacher
- Problem behaviors included (but were not limited to)
  - Elopement
  - Out-of-position behavior
  - Physical aggression
  - Significant property destruction
  - Vocal disruption
  - Off task behavior

Classroom Behavioral Expectations

Right out of PBIS

- Be Safe
- Be Respectful
- Be Responsible

Baseline, October:
Percent of Measured Intervals in Which Classroom Behavioral Expectations Were Met

Ms. Stover: 24%

Ms. Beedy: 24%
End of Data Collection for SLO, March: Percent of Measured Intervals in Which Classroom Behavioral Expectations Were Met

Ms. Stover: 87%
Ms. Beedy: 80%
How Did We Get There?

Wrote the SLO

SLO Template:

Name of Teacher:  
Grade:

Date:

Instructional Assignment:  
Objectives:

Need: Improvement and Student Populations: 
Other:

Total SLOs that will be considered for student ability to be effective, respectful, and responsible in the classroom:

Safe behavior is defined as keeping hands, feet, and objects off self, and respecting others.

Responsible behavior is defined as using kind language and treating property with care.

Students will be assessed through the following: Completing work and completing activities in the SLO.

This SLO's success is based on the teacher's interaction and positive behavioral supports within the classroom and with their students.

Graded Standards:

Grade:

1. How do these standards capture both process and content?

2. How do these standards capture both process and content?

3. How do these standards capture both process and content?

4. How do these standards capture both process and content?
Took Some Data
Changed Up the Environment

Zen Dens
Secured storage

After

Visually uncluttered

Really Secured storage

After
Figured Out the Technology

• Needed a white board for projection (and writing!)
• Teacher laptops needed projector app
• Remote needed batteries
• Teachers needed to be taught how to use the projector to fluency

Had Brief Weekly Meetings

Weekly Meetings

7 – 7:30 am, before school started
• Professional development on environmental management, “tips n tricks,” and thinking outside the box
Utilized Strategies of the Trauma–Sensitive Classroom

What Trauma May Look Like in the Classroom

Extreme, Explosive Behaviors

- Explosive rage
- Hyperactivity and attention deficits
- Impulsive behavior
- Intense anxiety and fear

“The Quiet Crisis”

- Extreme sensitivity and sadness
- Withdrawal
- Lethargy and chronic fatigue (falling asleep at inappropriate times)
- Slowed motor movements
- Frequent and often inexplicable physical symptoms (stomach aches, headaches, body pain, loss of bowel/bladder control inappropriate for developmental age)

People may forget what you said, or what you did; but they will never forget how you made them feel”
**Trauma-Sensitive School Checklist**

**Classroom Strategies and Techniques**
- Emotions are communicated in clear, concrete, and positive ways, and guides for achievement of students affected by traumatic experiences are consistent with the rest of the class.
  - Students’ strengths and interests are encouraged and incorporated.
  - Activities are structured in predictable and emotionally safe ways.
  - Opportunities exist for students to learn and practice regulation of emotions and resolution of behaviors.
  - Classrooms employ positive supports for behaviors.
  - Information is processed and learning is assessed using multiple modes.
  - Opportunities exist for learning how to interact effectively with others.
  - Opportunities exist for learning how to plan and follow through on assignments.

**Collaborations and Linkages with Mental Health**
- Policies describe how, when, and where to refer families for mental health supports and staff actively facilitate and follow through to supporting families’ access to trauma-informed mental health services.
- Access exists to trauma-informed services for prevention, early intervention, treatment, and crisis intervention.
- Partnerships exist for helping students transition back to school from other placements.
- Mental health services are linguistically appropriate and culturally competent.
- Staff has regular opportunities for assistance from mental health providers in responding appropriately and confidentially to families.

**Family Partnerships**
- Staff uses a repertoire of skills to actively engage and build positive relationships with families.
- Strategies in timely provide are tailored to meet individual family needs, and include flexibility in selecting times and places for meetings, availability of interpreters, and translated materials.
- All communications with and regarding families respect the bounds of confidentiality.

**Community Linkages**
- School develops and maintains ongoing partnerships with state human service agencies and with community-based agencies to facilitate access to resources.
- When possible, school and community agencies leverage funding to increase the array of supports available.
The Latin root of the word “Discipline” is *disciplina*, which means, “to teach.”

It does not mean “to punish”

“Discipline is not something you do to children.

It is something you develop within them.”

Becky Bailey, PhD
Conscious Discipline
"If a child can’t read, we teach him to read. If a child can’t do math problems, we teach him to do math problems.

If a child doesn’t know how to behave, we punish him.”

Doug Fisher, Nancy Frey and Stefani Hite
Association for Supervision and Curriculum Development

Ran a Lot of “How to Do School” School

“How to Do School” School

• Hallway School
• Line Up School
• Playground School
• Cafeteria School
• Transitions School
• Specials School
• How to Come to School School
“How to Do Transitions” School

Taught a Lot of Lessons

Warning: A Lot of the Following Looks Like Stuff You Might Think Only the School Counselor Does

The Successful “Behavior Management” Teacher Does This Too, And Often
Why Do Teachers Successful with Classroom Behavior Management Do This “SEL” Teaching Too?

- **“Stimulus Pairing”:** S/he who says it is correlated with the authority that goes with it
- **Repetition:** Kids can’t hear it often enough; repetition builds and strengthens those synapses; repetition builds fluency
- **Consistency:** Kids hear the same messages from numerous people in multiple settings and contexts
Respect Lesson Plan

Respectful Actions
- Listening when someone needs a talk.
- Being patient and waiting when things are not going as planned.
- Helping others when they need it.
- Telling others when they are not listening.
- Showing kindness even when others are not kind.

Disrespectful Actions
- Speaking behind others' backs.
- Not being on time when the person needs to be.
- Not picking up their toys or belongings.
- Not helping others when they need it.
- Being rude or disrespectful to others.

Responsible Lesson Plan
(Older Students)

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Action</th>
<th>Acceptable Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scenario 1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Scenario 2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Scenario 3</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Scenario 4</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Scenario 5</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

- Since listening is key, ask students to share listeners.
- Since being patient and waiting is key, ask students to share patience.
- Since helping others when they need it is key, ask students to share kindness.
- Since showing kindness even when others are not kind is key, ask students to share respect.

**Responsible vs Not Responsible**

- **She made me do it!**
  - I didn't do anything.
- **It was his idea!**
  - It's not my fault!
- **But she wouldn't share!**
  - It wasn't me.
- **They started it.**
  - I didn't do it.

- **I'll do better next time.**
  - I'm sorry.
- **How can I fix it?**
  - It was my fault, too.
- **I should have done better.**
  - It was me.
- **I made a mistake.**
  - I made a bad choice.

**Common Replacement Behaviors**

- Accepting Corrective Feedback
- Accepting No
- Anger, Controlling Anger
- Anxiety, How to Reduce My Anxiety
- Apologies, How to Apologize
- Appreciation, Showing Appreciation
- Attention, Getting Someone's Attention
- Authority, Getting the Teacher's Attention
- Authority, Accepting Decisions of Authority
- Coaching, Following Task Analysis of Self-Cleaning Strategies
- Change, Coping with Change
- Choices, Making Good Choices in Relationships
- Compliments, How to Accept a Compliment
- Compliment, How to Give a Compliment
- Conflict, Coping with Conflict
- Conflict, Resolving Conflict
- Conversation, Ending a Conversation
- Listening, Whole Body Listening
- Negative Feedback, How to Give Negative Feedback
- Negotiate, How to Negotiate Politely and Fairly
- No, How to Accept "No" for an Answer
- Non-preferred Activity, Engaging in a Non-preferred Activity
- Peer Behavior, How to Report Peer Behavior
- Peer Pressure, How to Resist Peer Pressure
- Perfectionism, Overcoming Perfectionism
- Personal Space, Respecting Personal Space
- Perspectives, Taking the Perspective of Another Person
- Positivity, How to Think Positively
- Problems, Solving Problems
- Request, How to Make a Request
- Request, Requesting Modified Work
- Safety, Safety Awareness
Gave Students a *Lot* of Reinforcement . . .

For the *Absence* of Problem Behavior . . .

**PAWS Tickets:**
Positive Attitude for Wiscasset Schools

- [ ] Respectful
- [ ] Responsible
- [ ] Polite

Student: ________________  Student: ________________

Student: ________________  Student: ________________

Student: ________________  Student: ________________
... And For the Use of Skills in Acquisition

Reinforcement for the Absence of Challenging Behavior

- An under-appreciated but critical component of general school-wide behavior management
- A spin on "catch 'em being good"
How Can this Be Adapted to Middle School and High School?

Self Regulation

• Self-Awareness

• Responsibilities, Rules and Routines

• Communication

Behavioral Skill Sets
Adapting the SLO to Middle and High School

- Establish the behavioral expectations (e.g., safe, respectful, responsible)
- Write the SLO
- Take some data
- Change up the environment
- Have brief weekly meetings
- Replace “discipline” the way we typically think of it
- Do a lot of “How to Do School” school
- Teach a lot of lessons
- Give students lots of reinforcement

“How to Do School” School for Middle and High School Students
### Target Skill: I can accept being told no.

**SKILL STEPS:**
1. Stay calm.
2. Think about why you were told no.
3. Consider your options: do something else, say how you feel respectfully, or write down how you are feeling.
4. Decide what your best option is and act on it.

**DO NOW:**
1. Take out your journal.
2. Think about a time you were told no and became upset or angry.
3. Journal about that time using the skill steps.
4. How did using the skill steps change your feelings about being told no?

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### Target Skill: I can accept criticism.

**SKILL STEPS:**
1. Look at the person.
2. Listen without interrupting, making excuses or becoming defensive.
3. Show you understand by responding “okay” or “I understand”.
4. Ask what you could do differently.
5. Correct the problem behavior.

**DO NOW:**
1. Find a partner.
2. Share a situation in which you were criticized. Take turns role-playing each situation using the skill steps.

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**I will be responsible for my learning.**

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**I will listen and communicate respectfully.**
Target Skill:
I can resolve conflict on my own.

SKILL STEPS:
1. Take a deep breath and calm down.
2. Look at the person and tell him why you are upset.
3. Listen to him tell you what he heard you say.
4. Listen to his point of view.
5. Restate what you heard him say.
6. Continue this process until you both feel you have been fully heard.
7. Reach a solution.

DO NOW:
1. Find a partner.
2. Use the situation cards you have been given and role-play conflict

I will respect other points of view.

Target Skill:
I can use a self-monitoring checklist.

Self-Monitoring Checklist:
1. Take a checklist as you enter the classroom and leave it on your desk.
2. Write your name and date at the top.
3. Complete Step 1 of the checklist before class.
4. Complete Step 2 of the checklist during class whenever you hear the buzzer.
5. Complete Step 3 of the checklist at the end of class when directed by your teacher.
6. Pass in your completed checklist in the basket as you leave class.

DO NOW:
• Discussion Question: What are some classroom privileges you should be awarded for using self-monitoring skills?

I will be responsible for evaluating my actions in class.

Target Skill:
I can solve problems.

SKILL STEPS:
1. Take a deep breath and calm down.
2. Identify the problem.
3. Brainstorm ideas to fix the problem.
4. Think through each solution you came up with.
5. Try your solution.
6. If the solution doesn’t fix the problem, try one of the other solutions you came up with.

DO NOW:
• Discussion Question: You forget your homework, what do you do?

I will be responsible for solving my problems.
Something to Think About

Should Student Behavior Be Factored Into Teacher Evaluations? Study Says Yes

For More Information

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