GEORGE SUGAI: Good morning everyone. Good to see you all. It's great to be here and I appreciate the opportunity to share with you a little bit about positive behavioral supports.

This is a great group and it is really kind of neat to walk down to the room and see the poster of schools that are trying to put in place good positive support systems and you should take a look at those posters because there's some pretty neat ones out there illustrating some of the examples of what I want to try and share with you today.

I'm going to get started pretty quickly just because of time and I've got quite a bit of content that I want to try to share with you and we'll kind of go through the content as we go. A couple things I want to point out to you. What I'm asked to do and what I'll try to do is give you an overview of Positive Behavioral Support and what it looks like at the school wide level. The goal here is to do two things, one is to give those of you that have been implementing a little bit of a review or booster about what best practice looks like and how to make sure you're following through with that.

The second goal is for those of you who don't know what PBS is and thought you were coming to Public Broadcasting, what it really looks like and its critical features and what you might want to think about if you want to move into some of the PBS efforts that are going on here in Pennsylvania. You've got a great behavioral mental health grant that it providing some support for implementation and the state has been very supportive of your efforts. So, you've got a really neat kind of support system in place for moving you forward. What I'm going to try and do, is this microphone working okay for most of you? Okay great, except for that noise right? Second thing I want to do is describe for you what the defining features of positive behavioral support are. That's the section that'll be on the quiz in the final. The third thing is to give you some concrete examples of what it looks like because if you don't get your hands around what it feels and looks like when you walk into a school, the abstract stuff is more conceptual and not very relevant to you. The third thing I want to do is to give you some data to illustrate some of the outcomes associated with good implementation. As I always like to say that if people don't have the outcome data to demonstrate what's possible you should always be a little bit wary of what the people are recommending. So, I'm going to try and give you some data also some schools here in Pennsylvania as well as some schools around the country,

because I want to give you a range of some examples of the data pieces. My goal is to get through quite a bit of content in a very short period of time. The goal is to be done by 6:30 tonight and my job is to be as sufficient as….no, 12:15 or so or 12:30 and we'll see how we go from there. Alright, here we go.

A little bit of a set up for you. I don't have copies of the Power Points available to you right away because I'm still working on them this morning, but if you go to Presentation Resources up in the top right hand corner of PBS.org this Power Point presentation will be there in about two days. If you're OC and want to take notes I'll slow down a little bit for you, but the goal here is to give you an overview of the content and give you an idea about what it looks like. I am very fortunate. I co-direct the National Center on Positive Behavioral Support and we're in year 12 of that effort. Rob Horner and I co-direct that center and our job is really to organize six or seven collaborators and organizing at the site. So, I encourage you to go there if there is anything you'd like to have. Everything that is there is free. We actually have stolen it from others, so you can steal it back, and we think it does a pretty good job of covering the range from classroom management, individual kids, to family support and schools.

Alright, a little bit a of a set up or a little bit of the rationale to give you an idea about what I want to try and accomplish. And, again I want to remind you that the session has two real reasons for being presented. One is for the newbies in the room, what is school wide PBS? And also for the returning people a little bit of a booster about what's possible. Much of the content that I'm going to share with you is not so much for you as it is for you to take back to your school to help them understand what this thing is called school wide positive behavioral support. This is one of my favorite cartoons. It was published in 1983. It seems to capture much of the work that I do. Most of the requests that come to this center are there because schools are worried about the number of kids that have problem behaviors, the number of kids who already displayed significant behavioral challenges, and they want some assistance. Much of the schools that we look at, not here in Pennsylvania, but in other places have kids stacked up in the corner because of high rates of problem behavior and these are the kinds of challenges that we try to work with and also to prevent from happening. Much of what you're doing here in the state of Pennsylvania with your mental health grant is to address these kinds of challenges, and specifically some of those kids with more significant behavioral challenges that they present to you in the classroom. What I'm more interested in though in this picture is this problem of so many kids being sent to the corner, so many kids being suspended, so many kids being yelled at and screamed at because of their behaviors. We understand why getting tough is often times a response to problem behavior, but one of the cases

I'm going to make in a few minutes is that it's not a very effective strategy in the long term to try and create a positive school culture.

I want you to be aware of the importance of school wide behavioral support in the larger context of trying to maximize academic achievement. Most of us around the country are worried about closing the achievement gap, maximizing academic outcomes and so forth. One of arguments we like to make is you really can't maximize your academic outcomes if you have to teach to the corner. If you have to teach to the corner, the kids aren't going to benefit from the best evidence based instructional programs that you have or even the best practices that the teachers implement. We know that good behavior management, good classroom management go together with good instructional management. That's why it's so important to think about school culture and classroom management practices and the context of academics. So, I want you to think carefully, even though I'm going to focus very much on the behavioral side or the school culture or the climate side of things. I want us to focus on the impact it has on the academic side. Because you're not going to convince your colleagues to engage in best behavioral practices if they don't see how it links to their primary goal of maximizing physics outcomes, reading outcomes, music outcomes, special ed. outcomes. So, it's very important to think about the link between the two.

Okay, so what is school wide behavioral support about? This is what we do and this is what we try to emphasize and I'm going to try and address throughout. My history, I've been doing this work for about 25 or 30 years or so and most of what I do in the past has been working with individual kids with significant emotional behavioral challenges. That's what I like to do, that's what I think I'm pretty good at, and I like to work with kids and families who have behavioral challenges that make it difficult for them to succeed at school, which is sort of that left hand corner down there, working with kids with EBD. One thing we've learned though is that in order to work well with individual kids there are other elements that are important for us to play with and I've learned this over the last 15 years or so that if I want to work well with individual kids I have to think about some of those other components, like school climate as a whole, like integrating multiple behavioral initiatives together as opposed to having independent efforts going on, like making sure that we decrease the use of reactive management and increase the use of proactive strategies, and also considering the impact of the academic side of the world. So, in the old days when I didn't know any better I used to focus very much on individual kids and families. Now, what I've learned though is to do that well we as a group need to

think collectively about the larger host environment called the school and the classroom.

So, a little bit more about the rationale. Some of you heard me do this part before so you can just take a little nap if you'd like. But, I want to share with you why it's so important to think about individual kids and the context of larger school climates or school environments. Bare with me a little bit, I want to share with you four kids and I want to contextualize and little bit about how these kids are being addressed and this is why we do what we do in the world of school wide behavioral supports. Now, these are not Pennsylvania kids, they're other kids from some place else, but I'd like you to look at their profile, and I'd like you to answer the question, what would I do if this kid was in my classroom or my school, in my program? Because I know that some of you in this room are administrators, some of you are specialists, some of you are general ed. staff, some of you are paraprofessionals, some of you are family members. I just want you to think generally, what would I do if this kid was in my school, in my classroom?

This kid's name is Raco, she's actually a kid who has been doing pretty well at school. However, over the last two months something has changed. She stopped turning in homework, she's not engaging with the teacher, she's having peer conflicts, she's having trouble paying attention in classrooms and teachers are getting a little concerned because she's not answering questions. So, here's a kid who has been on a pretty good trajectory and now something's going on. If this kid was in your school, think about what you would do to support her.

Second kid; this kid's name is Keoshi, different profile. He's had a long history of behavioral difficulties. He came into the school the first day kicking and screaming and he has a significant behavioral challenge profile. He has a very short fuse. Simple things turn into major confrontations. His escalations turn into physical contacts and aggression. In the last two months he's had six days of out of school suspension, eight days of in school detention and now he's in the office with another kid, he's been in a fight, he's broken that kid's glasses, and now you've been asked to do something about it. So, what would you do if this kid was in your school, your classroom, in your hallway?

Third kid; one more to go, this kid's name is Mitch. Mitch has a different profile. Mitch is a kid who has a disability. He's in a general ed. classroom. He's got a verbal vocabulary of about 35 or 45 words. He spends most of his time in class filtering light. And this is a great light for filtering, by the way. And, he spends quite a bit of time cheek tapping and head touching and ear flapping. So, he's got a lot of stereotypic behaviors. He uses those behaviors quite a bit in

class and they tend to escalate when things don't go right for him. When routines change, when he's asked to stop doing something that he likes to do, the cheek tappings turn into head hitting and head hitting turns into finger biting and recently he's been chewing on his forearm when he's been excited and he's starting to break skin and he's bleeding. Alright?

So, this kid's in a general ed. setting. The general ed. teacher now has the kid down in the office. She has her latex gloves on and she says, "I need help." What would you do? Now, if you're lucky to have all three of these kids in the same classroom, the idea again is to think about how would we address the challenges going on with these kids? Last kid; one of my favorite, they're all my favorite, but this is my particularly favorite kid. This kid's name is Rachel. This is a really cool kid. She comes everyday to school dressed in black, head to toe. Black sneakers, black sweatshirt, she pulls the hoody of her sweater over her head and she pulls the drawstring and her eyes poke out. She spends most of her time talking about witchcraft, aliens, and so forth. She's sort of on the edge of things. Harry Potter is very important to her. Most of things she writes about, most of the things she draws, most of the things she talks about have that link to sort of on the right hand side of the world, if you will. When kids confront her she makes these verbal comments about witchcraft. They really don't know what to do when she makes those comments and they back away from her and leave her alone. One day she came to school, she had a black silk cloth, she put it on her desk, she opened it up, she has a dead squirrel in the cloth. She began talking to the dead squirrel. At that point, teachers got a little concerned and they said we need to do something to support Rachel.

Now, here's a full range of kids and you have your own profiles for different kids inside your schools. One thing I want to argue is that we have a technology for addressing the needs of those kids and many of you in this room are saying, I know what I would do if I had those kids in my school. One thing you would say is, I would assess the situation. I would do my observations. I would interview the kid, I would talk to the family. I'd do my functional behavior assessment. We have the technology for building plans, implementation plans, if you will, that address the needs of each of those kids based on the information that we collect. I also believe that we have the technology for monitoring progress. We know how to keep track of those kids and whether or not they're responding to those intervention and we know how to make them culturally and contextually relevant to the language systems, to the values of the family and so forth and so on. We have that technology out there. I'm pretty convinced of that. The problem, however, is that the context in which we implement those interventions affects the effectiveness and the implementation fidelity and I want

to argue how our ability to work with those four kids is really linked to the larger context of the classroom in the school. So, what do we mean by that? Let me give you some more examples.

These, again, are not Pennsylvania examples. So, don't get too excited. Some of you might be able to relate to some of them. This is a real school some place in America. We got a request for assistance on Wednesday and the person said, dean of students said we're in trouble. We're a grade 6 through 12 school, some place in America, we have 880 kids and last year we had 5,100 office referrals in one school year. Two-thirds of our students have made at least one trip to the office. So, you think you have it bad, right? This is one school, or maybe you said, that sounds good, maybe, I don't know. But, it's a school that has a climate which is being driven by disciplinary consequences within the school. One thing you should be aware of is that Raco is in this school. Remember Raco? She's the kid that has been doing pretty well and that over the last couple of months something has changed. You can imagine going down to the office with Raco and saying, "We need to do something about Raco. Something is going on. She's a good kid and we need to support her now because if we don't she's going to have trouble later on." And you can hear the dean of students saying, "No problem. Take a number and go to the end of the line." Now, we got to worry about these kids, right? But, we know that our ability to provide supports is based on the environment.

I'm going to show you this next slide and I show you this with a little bit of trepidation because my wife as a school principal says its wrong, but being a good husband I'm going to show it to you anyway, because I think there's an important point about it and I want to show you what it means. Think about those 5,100 referrals. How many of you in this room are administrators or think you are? Okay, good. Let's assume that it takes you administrator 15 minutes to process each one of those, that's where she says I'm wrong, but let's assume that it takes you 15 minutes to process each major office referral. That's equal to 76,000 minutes of time spent dealing with discipline. Let's assume an 8 hour day, which she also says is wrong, that's equal to 159 days of time spent doing what? Processing 5,100 office referrals. As a school administrator you signed up to be an instructional leader. You have 11 days to be an instructional leader. You've been told to close the achievement gap. You have 11 days to close the achievement gap. Think about the link between the academic and the behavioral side.

That's why it's so important to think about the classroom level or the school wide level what we have in place to support kids' social behavioral growth. Second example; this is a school that has an in school detention room during

fourth period. We get a call; the request is we're going to build a second in school detention room and we'd like you to train the in school detention supervisor. I said, "Why are you building a second in-school detention room." "Because our first one is overflowing." So, the response to increase the number of problem behaviors is to build a second place for those kids to go. You need to know the Keoshi's in this school. If you're going to write a behavioral intervention plan for him, where do you get to implement it? In school detention, because that's where he's spending a good part of his time. If you're in a school where the primary tools for behavior management are reactive in form, we're going to be struggling with putting in place proactive implementation plans.

Third example; you can see where I'm going with this, a couple more to go. This one from my son when he was in sixth grade, my kids provide most of the great examples that I have. He came home from school one day and as you typically do with your kids you say, "How'd your day go, son?" He says, "Okay dad." Right? And the one day he came home he said, "Not okay." I said, "What do you mean, not okay?" He says, "I hate advisory." I said, "What do you mean you hate advisory?" I said, "What is advisory?" He says, "You know dad, that's homeroom." I said, "Well, homeroom is good for you son. You should make sure that you benefit from…." You know whatever, whatever. He says, "No dad, advisory is a waste of time." I said, "What are they doing in advisory?" He says, "Dad, their second-stepping us dad." I said, "What do you mean second-stepping you?" He says, "You know that evidence-based social skills…." No, he didn't say that. He says, "You know that social skills program they're trying to teach us? Anger management." I said, "Son, that's a good thing, you need to learn anger management." He says, "No, dad it doesn't work." I said, "What do you mean it doesn't work?" He says, "During class, advisory, 25 minutes long, in the first minute the teacher says we're going to learn about anger management." He says that within two minutes, the Goths and the sportsters are fighting. They're angry at each other. So, I said, "What does the teacher do?" "She takes the materials away, we put our heads down the rest of the 23 minutes." Now, think about that, right? It's a class on anger management. It has to stop because of anger and they remove the curriculum. Mitch is in this classroom. He's in the back of the room filtering light. I would filter light if I was in that classroom. But, you're there trying to provide supports for Mitch and the other kids, and thinking again about the culture of the school and the cliques and so forth, what it has to do with classroom management.

Last one. How many of you work in high schools in this room? This is for you. Alright? Great school, it's got this place called "four corners", it's where two hallways cross. When you stand at four corners you look to the right, the lockers

are tagged by the bloods, you look to left the crips, you look ahead, the Asian gangs, that's my gang, right? Guess where most of the problem behaviors are occurring? Four corners. The dean of students has decided that the best solution for her is to bring her desk down to four corners and she sits at her desk during every transition. So, I'm visiting the school and I said, "What's that desk for?" She says, "I sit there and I police the four corners." I said, "Is it working?" And she goes, "I think so." I said, "How do you know?" She said, "I came in the other day and my desk had been toilet papered." I said, "Wow, what does that mean to you?" She said, "I think I'm getting their attention finally." Rachel is in this school. Think about Rachel. Rachel is the kid who talks about witchcraft and talks to dead squirrels. She talks to dead animals. We're there to support her in giving her the mental health support she needs to have to succeed. And, it's a school that's driven by four corners. Now, the fascinating thing is that Rachel can actually walk down any hallway she wants and nobody bothers her. If you talk to dead animals that even violates the code of the Crips, right? They really don't know what to do with a kid who talks to dead animals. But, again talking to dead animals is not a good thing and we want to understand a little bit how to support her. If you're a staff person trying to do that kind of work it's very difficult. So, 12 years ago we shifted. We shifted to looking at largest school climates and said if we're going to work with individual kids successfully you got to think about what the larger climate looks like. School wide behavioral support is about support individual kids in a larger context. So, we need to be concerned about allergies and school wide behavioral supports at the same time. Because we know it has an effect on what those kids do.

One more example; I was doing a training with school teams. We do training as teams and this one teacher came up after the training and she said, "I am a first year teacher. Let me tell you about my school culture." I said, "Great tell me." She said, "On the first day of school I walk in my classroom, the kids hadn't shown up yet. I go into my new classroom and on my desk is a potted plant." I said, "That is very nice somebody gave you a potted plant." First year teacher, first day of school, you walk into your room. She goes, "Yes, I walked over to that plant. There's a little stand in it, it says welcome to the neighborhood. I said, "That is so nice." She says, "Yeah, but I looked even closer and it turns out to be a two foot marijuana plant." This is not in California. You are in this school. Now, some of you are saying that's a good thing. That's not a good thing. You want to ask the question, where did that potted plant come from? Where did it come from? Did it come from a kid? A family member? The principal? Where did it come from? It's probably a reflection a little bit about the culture of that school. And we want to think hard about, what's it going to be like to be teaching reading, physics, or what have you in that setting. Okay, so that's a long way of saying it's

really important for you to think about school wide behavioral support as being something for all kids. If we're going to do a good job we can work with individual classrooms or students.

You'll notice every once in a while there will be a slide with a red star on it. That's an important slide. That's on the final, that's on your quiz. It's a what I like to call wake up your neighbor slide. Something important is happening. Alright? This is all about, how many in this room are school psychologists? Great. This quote comes from two school psychologists. They are wonderful writers Zins and Ponti they talk about this notion of school climate and they call successful schools, good host environments. I really think that's a good way of thinking about what we do. We're creating an environment that's a host to kid's families and ourselves. We want to make it a positive place where people are nurtured and are successful. These environments are environments that are effective, that are efficient, that are relevant, durable and so forth for all kids. We actually like to use those criteria, effective, efficient, durable, and relevant as our way of judging how well things are going.

So, let me give you one more little rationale piece and then we'll get away from this part. I want you to also understand that one of the biggest challenges we have at the national center, again, not here in Pennsylvania, but other places is probable get tough response to problem behavior. Let's build a second in-school detention room. Don't let it leave this room because I'm going to make fun of something, (turn off the tape…no don't turn off the tape), but in the state of Connecticut right now, about two months ago, one of our high schools had problems with increased profanity using the "F" word too much, right? And they were finding that they were giving out more and more in-school detentions and more and more out of school suspensions and nothing was working. So, they decided to go the next level. To ratchet up, as they said, and we're going to get tough with these kids, so they decided to give the school resource officers permission to give out tickets for disorderly conduct at $103 a pop. So, every time a kid uses the "F" word in the hallway, a disorderly conduct would give them a ticket, you got to go down to the courthouse and pay the fine. Interesting phenomena. They did it about a month and they are struggling with it right now because who's most effected by the fine? Excellent. Right? And they are concerned about the use of getting tough kinds of strategies to try to solve the problem. Fascinating thing also. There's about 2/3 of the kids who are unaffected by the policy. They are actually doing okay. They ignore the whole kind of policy statement. There's about 15% or 20% of the kids who received one and they've stopped using it in the school. And there's about 10% of the kids who continue to use it regardless of the fine. Which kids are those? Those are the kids who are

unresponsive before they had the policy anyway. So, they put this procedure in place to solve the problem for the chronic offenders and they are the least responsive to the intervention. I like to think about that $103 fine as a universal screener, (RTI logic) to find out who the non responders are so that we can do something differently for those kids. But, it's interesting how in the state of Connecticut that this get tough response has been put in place. So, what's the worry?

This is an example from the state of Oregon, not here in Pennsylvania. I just want you to follow this example a little bit. Teachers teaching along. Teach, teach, teach. In the back of the room, this kids Runyon says, "I hate this foolish school and you're a dumb fool." Or something equivalent to that, and you can fill in the blank as appropriate. The teacher says, "That is disrespectful. How dare you say that in my class in front of all your peers. I worked all weekend on this lesson and you say that about my lesson. You have violated section 7, paragraph two of the code, I'm writing you up and I'm sending you down to the office right now and don't you come back until you promise never to do that again." Promise.

Again, 80% of the kids are going to be fine with that consequence and we need to have consequences for rule violations, but the kids who makes that comment in class in probably going to be the least likely to respond. Right? And, least likely to stop doing it in the future. What we tend to do in those situation is we get tougher with those kids. We put in place a $103 fine. We put them into uniforms we buy more security equipment and we put more security officers in place. I understand that safety is an issue, but what you need to know is that the literature is not very compelling about the use of those strategies to develop a positive school culture where more kids are being successful. In fact, the literature indicates that it creates more get tough kinds of responses like zero tolerance policies surveillance cameras, and what we find is that we start assuming the kids are bad. We start responding with adversities as a way to teach kids not to do something and we assume the kid will be better as a result of doing those strategies. Not uncommon. What we find is from the research is it tends to do just the opposite of what we assume we're trying to create. Especially for those kids who are the most challenged and it creates environments of control, which is not good for all the kids.

But let me give you an off task example and I use this frequently and usually people can see how it works. Just to illustrate what we mean about his get tough response from sort of a personal perspective. I am the proud father, and I am proud, of a 17 year old daughter. She's great. She's actually going to be 18 in about 3 weeks. Oh my gosh, right? I love my daughter. She does pretty well at school. She's a good sportster. She's got good social skills and so forth.

However, on Saturday mornings I walk down the hallway and I look at her room. I cannot see the floor. All her stuff is on the floor. I'm taking advice at break, by the way, for this problem. I say to my daughter, "Raco, I love you very much. But, today's Saturday, you may not go out until you clean your room." As she closes the door on me, she says, "I'm on it, Dad." I say, "Great. I'll come back in 15 minutes, and I'd really like to see your room be clean because that's a simple task that you have to do. It would make me feel really happy if you clean your room." She yells back through the door, "Come back in 13 minutes, I'll have it done." I wait 17 minutes. I give her two extra minutes just to be sure she gets it done. I knock on the door she says come in. She is sitting on her bed. She's got the basketball on her finger and she is spinning. I live in Connecticut, right? She's spinning it on her finger. I look at the floor. The only part of the floor that's been picked up is a circle where she's picked up her basketball. That's it. If you were the proud father like I am, I say, "Good job, nice start daughter. But, I want to see the whole floor. That's what I meant with clean room. I don't care where you put the stuff, just get it off the floor. That's the rule. Clean room is off the floor. Say it back to me so I know that you heard me. I would like you to pick up two things so I can see you know what I mean by pick up." What am I doing? I reemphasize the rule. I ask for behavior back. I tell her, " I say look at my mouth when I say these things." As she pushes me out the door and closes the door. Again, she says, "I'm on it dad. Don't worry. I'm 17, I can do this." I yell back through the door, "Daughter, fine. Do not come out of this room until your room is clean." She goes, "No problem, dad. I'll get it done." I said, "I don't care if it's seven days, you're not coming out of this room until your floor is clean." If you're a father like some of you in this room are. What do you do? You wait and you wait because you are very patient. I am not patient. I go outside. I look in the window to see what's going on. Now, what I see is she's picked up her gym back to get her iPod out. She has her iPod on so she can't hear me and she's still spinning her ball. The only thing she's picked up is her gym bag and the ball. So, what do I do? I go storming into the room. I say, "Daughter, I've had it with you. You've been disrespectful with all this stuff. This stuff is my stuff. I paid for it. You're just borrowing it. And you are disrespecting everything we've given you. See this plastic bag? I'm taking my stuff with me and you can earn it back. And, by the way, you are not to come out of your room. And, by the way, you're no longer my daughter. I give up." And I say the following, "From now on, go see your mother." Excellent! Now, we're getting tough and we give up.

In our schools, who's mother? Principal, counselors, special ed., school psych, some place else, because the kid is not responding. One of the things is, it's a natural response for fathers to respond that way. Not mothers. Fathers respond that way. We have a challenge though because we are going to be

running out of the get tough responses. What we find is, if you look at the parent literature, if you look at the school literature, a get tough approach tends to what? Disengage kids from their parents, disengage kids from their families and from the schools, and it doesn't succeed very well. So, what does the science tell us? The science is very clear. Red star, wake up your neighbor. Kids are not born to bad behaviors. When my daughter was born on April 29, 1994, is that right? 1994? Whatever it is, she didn't pop out and say, "F, I'm here." The "F" word is a learned response. It's a learned response. The problem is, is that some kids are predisposed to learn the "F" word faster than others. Because of environment, because of disability, because of predisposition, because of the mother's genes, we know that there are reasons why there are some kids that pick it up faster than others. But, you know what? The "F" word is learned. Kids learn to use it to move through their environments. That's the problem we have to work with when you think about what's going on. We also know that kids don't learn by using aversives. If kids learn by being hit on the side of head we'd be using hits to teach encyclopedia, how to spell it, how to teach physics, how to teach math. When kids make academic errors, we don't hit, we reteach. But, on the social behavior side, we tend to hit, yell, scream, whatever. We tend to treat social behaviors different than academic. In truth is, their bank's basically the same. But, the impact on the social environment is different and we tend to take it personally in how we respond.

So, what's the research say? If you look at Frank Gresham's work, you look at Frank Woods' work, you look at work done here in Pennsylvania, Barry McCurdy and others, oh my gosh the literature is very clear that if you have kids with chronic problem behaviors you've got to teach them what you want, and you've got to acknowledge what you're doing when they do it the right way. That's an oversimplified way of summarizing the research, but it really says that it a get tough response is not the way to go, you really got to turn it around and think about how we promote what you want. So, when we started the center, getting wealth away from the rationale, start moving into the features, one of the first things we did is we said, what does that literature say about best practices for changing school culture? And, the literature says the following things, I hope, yep. It says, one, you got to think school wide, and it's got to be a positive school wide culture. Two, they say, you've got to maximize academic success rates. Incredibly, academic success is one of our best behavior management tools. It builds self-concept, it builds self esteem, it gives kids the opportunity and the capacity to benefit socially as well as academically. Third, we also know that violence prevention is linked to teaching kids what you want, which is social skills and instruction. Formalizing the curriculum; that could be character education, it could be bullet proofing, whatever, but it's focusing on what you want the kids to

do the right way. The other thing that research says, is you really got to pay attention to what the kids are doing. Active supervision and acknowledging kids for doing the right thing is so important. We've got to be paying attention to what kids do, both as parents as well as teachers. Acknowledging kids when we see them do the right stuff. We also know, nobody likes this one, that if we want kids to do the right thing we also have to model the right things. We have to show respect. We have to problem solve, we have to manage our own anger. Pretty fascinating thing. We had a kid during a focus group say, "You know, let me give you an example. Our teachers say we can't drink out of our water bottles in class." I said, "That's sounds like a reasonable rule." She goes, "Yes, that would be fine, except our teachers are drinking their coffee in class." Now, that works fine if you have a positive school culture because kids understand sometimes that adults have different rules than kids. But, if you're in a school that's run by four corners, that's not likely to fly, and it serves as a point for discussion. And, changing school culture, unfortunately, is a multiple component, multiple year effort. We've learned that it takes two to four years to change a school of 5,100 referrals around so that it can be more proactive in how it supports kids. So, the literature is pretty clear. We're convinced that you've got to take that kind of approach. Red star, wake up your neighbor.

This one is on the final, it's one of the quiz items I had to write, I think, for you guys. And this is the following, what is school wide behavioral support? The most important thing I want you to remember today is that school wide behavioral support is not an intervention. It's not a curriculum. It's actually an approach or framework for doing business. It's a framework for organizing how we put in place good behavioral and academic interventions into a continuum. Around the country there is a misrule. Where can I buy school wide behavioral support? You can't buy it. As you've learned in Pennsylvania, it's about establishing a network where schools have coaches, where you have teams that take a leadership role. We have administrators who are participating and you engage in an ongoing professional development model. PBS, if you will, is really a systematic organizational framework for putting interventions into a continuum that allows for both academic an behavioral success for all kids. Fifteen years ago I would have had a hard time with that because my job is working with individual students. But we now know there is a strong link between the individual kids or group of kids and what's going on school wide. So, if you remember nothing else from this session, remember the word frameworker approach. So, if you go home and somebody says where the heck were you? You say, well I was at a PBS event and they're going to say, what does Public Broadcasting have to do with anything? You say, no it's positive behavioral support. And they're going to say, what the heck is that? And you can say, simple, it's a framework for organizing

what we do for all kids. Now, second worry. First worry is get tough. Second worry is the problem of a trainer and hope approach to staff development. And, by the way, everything that I'm sharing with you in this room has a 90 minute guarantee on it. Because I know that after 90 minutes you're going to be thinking about lunch, and you're not going to be focusing on what you were interacted with here. Me talking at you is a very poor way of changing adult behavior. All it really does is expose you to what the possibilities are. So, we know that a trainer hope approach is not a very effective strategy.

Let me give you the concrete example. Remember the school of 5,100 referrals? True story. Wednesday the dean of students calls and says we need help. How can I help you I say? They have 5,100 referrals. Great, I can be there. This is the old days when I didn't know any better. I said I will be there with my box, my overhead, and I will present what you need to have. Great, this Friday we have an all day inservice and we're going to dedicate it to classroom management. We know that you are a good classroom management person because, you know, we've read about you and we saw this great curriculum on channel 757 on cable and we would like you to teach our staff about good classroom management in six hours on Friday. I can do that, I say. I'm pretty good. I'll be there. I show up. The superintendent meets me at the door and says, " I'm so sorry. The principal of dean of students overstepped a little bit. You really don't have all day. I said, "No problem. I can adjust." "Great, you have 47 minutes to do your session on classroom management." And I thought I was pretty good, I said, "No problem, I can do that." Right? I go over. It's 49 minutes. I stop. I say to the folks, " Read it over the weekend. Put it in place on Monday. Good luck. God bless you." I leave. Which is really this trainer and hope model of putting in place best practices, and across the country the inservice models exists on a one chide in service kind of an event. The likelihood of adults changing their behavior is very unlikely. So, I get in my car and I leave. About two months later I get a call from the same school and the dean of students says, "Do you remember me?" "Of course I remember you." I said, "Why are you calling?" He said, "I'd like you to come back to our school." I said, "Why?" He says, "Well you know a couple of teachers did it on Monday and then they stopped on Tuesday. It was really neat stuff that you presented and I think they just need a booster. Can you come to our school and give them a booster?" "Of course, I'll be there. When is your faculty meeting?" Because they are going to do it during a faculty meeting. "It's on Wednesday afternoon." "Great. How much time do you have during the faculty meeting?" "Oh, we have about 55 minutes." "Excellent." I show up and I look at the agenda. I've got 12 minutes and I'm the last item on the agenda, which means I probably have five minutes, right? I've got 12 minutes to give a booster on an unsuccessful all day inservice as a way to try and change the behaviors. At

that point, at the center we decided no more. We'll give presentations and give out the 90 minute guarantee, but after that there's no promise about the impact of the effort. So, we switched away from this trainer and hope model to one that is in some ways a little intimidating, but you are doing this here in Pennsylvania and I want to reinforce you for doing that. It's a great way of thinking about the logic. It's one in which we know it takes about two years for people to get exposed to the content and to get fluent on it at a school wide level, on average. We also now that you have to continue to remind people by giving them regular boosters about what best practice looks like. Because it's so easy to get into a get tough kind of a pattern.

I'm lucky. Betsy's my wife, she reminds me, you're getting tough again. Right? You have this reminder. We know that schools need to have a formal structure. You have to have coaches in place who can provide nagging in a positive way, facilitation. We know that self assessment, you've got to look at yourself on a regular basis is important. We also know that you can integrate multiple behavioral issues together to get the job done. My wife's a principal in a new school. She has been in it for about a year-and-a-half now. It's a school that's in trouble. Did not meet AYP, that's why she was hired. The fascinating thing is if you're a school that's in trouble and you have been taken over by the state, you're given more to do. She has 16 mandates that she has to put in place and she has one day of inservice for each one. She almost has 16 different consultants coming to her to give those inservices. There's no way you're going to change a school that's in trouble when those kinds of things are in place. Just off task for a second. If you visit my wife's school, you should, and you need to say I bragged about her, right? If you ask her, what are you working on right now? She says, we're working on three priorities in elementary school; illiteracy, positive school climate and parent participation. That's it. We're letting go of the other 12 of them because it's too difficult to try to do so many. We're focusing on these three and in fact we think that those three will have an effect on the others. We're going to invest in three and make it easy. So, we've got to integrate this guy, I'll come back to that in a second.

You need to have district level supports and most of those efforts out there in the hallway talk about district level commitments and local behavioral expertise. You've got to have smarts inside the school to do this work. You can't rely on people like me from the outside. Okay. Enough on rationale. That's a long way of getting around to why we do what we do. The reason I like to spend time on it is because, not so much to convince you in this room, but those of you that go way and say we'd like to think about changing our school culture. You got to help people understand why it's important to change. You want to take the logic

of get tough, train and hope back to the school and you want then to understand why they're doing what they do.

So, features. This is a little bit boring because it's kind of dry, but I want to kind of share with you what we mean by, red star. You go home, your spouse or spice says, where were you? You say, positive behavioral support. And they say, great, framework for what? You're going to say, well, it's really about organizing four critical elements. This is so important that all of our coaches have it tattooed on their ankle. Right? Because we do all of our business around these four circles. And that is, you've got to make sure you use data for decision making. Information. I look out in the hallways and you've got data being shown, data is being discussed at this conference. It's a big deal to have information to guide your decisions. Guide decisions about what? About what you want the kids to be able to do. Academic and behavioral outcomes. We want the data and the outcomes to be linked. I am impressed by how in the state of Connecticut there are schools that collect data that have nothing to do with what their school improvement plan talks about. It's not linked to critical outcomes and we have teachers collecting data inside of classrooms that aren't linked to instructional decisions that they make. We want those to be together. Data and outcomes. Third thing is practices, it's what the kids experience. What are the interventions, the curriculum and those practices should promise the same outcomes that you're trying to achieve. That's why they're linked together. And the last one is what do the adults need to have to use the data to put the practices in place to achieve those outcomes? Now, in other disciplines we focus on this a lot. We focus on when you cross a bridge, when you get in a plane and a pilot is flying it, when you go to a doctor, you're hoping that they look at all four of those elements. That they use their data to make decisions. They're using the best possible practices, that the pilots are competent, that the doctors are competent and they know where they're headed with respect to the outcome.

Let me give you one off task example; in April of this year my dad calls me and he lives in California, I live in Connecticut. He says, "Son, I'm going in." I said, "Where are you going?" He says, "I'm getting a valve replaced." I say, "Which car?" He says, "No, not the car, my heart." I said, "Really? When are you having this done?" He says, "In about two weeks." I said, "Really? Have you had a second opinion yet?" He says, "Nope, I'm just going to go in and have it done. Replace it." I said, "Whoa, dad I think you should get a second opinion." He says, "No, I can take care of this." Now, he's 89 years old. Right? So I said, "Whoa, time out. I'm coming home. Your number one son would like to have you set up a meeting with the hospital so we can go over this procedure." I'm the only son, by the way. So, I go home and thank goodness my mom has set up this meeting at

the hospital, we show up, we go in the room, there is a table, the surgeon is sitting there, the anesthesiologist, the head nurse, the security guard. They're all there, ready for the number one son to go through this meeting. What do I do? I said, "Show me the data." This is a good hospital. They show me the percentage of flow, flowing the amount of flap, not flapping, the opening of the valve, they gave me all the data and they showed this video of the blood going, you know, not very well, and they talk about all what's going to happen. It's great. I'm convinced. The data is there to suggest that the valve is not working. So, what do you ask next? I say what's the outcome? Tell me what happens? If an 89 year old man is having his valve replaced? How many more years can you guarantee, plus the likelihood of him dying on the table? My mom is like "Oh, my God". I'm asking the questions about the outcome? Because your dad's important to you and you want to make sure the decisions are right. Especially for people who have other complications like age in this case? Right? That might affect the outcomes. This is a great hospital. They've got a graph showing the mortality rates with age and procedure. They say your dad has no risk factors other than he's old. So, we can replace this and he will probably be okay. So, I'm convinced. It's worth it. Let's try it. But, before I sign, we say, how are you going to do this. Tell me how you are going to get it done?

I love the internet, because I looked up all the ways it can be done. My dad, eight years ago had triple bypass heart surgery and the new bypasses are on top of his heart. The recommendations by Google, which you've got to trust them, right, is don't reopen the chest because if you open the chest again you have a possibility of damaging the bypasses. So, where do you go? You go in the side. You break the ribs open, you go in and replace the valve and put it back together. So, I do my little test. How are you going to do it? He says, oh we're going to go in the side, because your dad has, you know. Check. Nice job. Right? We're going to open him up and go back in and we'll replace the valve. I also say, what valve are you going to put in? Mechanical, beef, or pig? There's three choices you have. Tell me the advantages, the disadvantages of putting one or the other into it, blah, blah, blah. They said, oh we're going to go with cow. Cow is the best way for a person of your dad's age. My dad says, how long will this valve last? The guy says, it won't last as long as the others, but it will last at least 15 years. Dad says, let's see I'm 89 plus 15, I'll be 130 by the time, that's great let's do this. The last thing you do, of course, is you check on the competence of the surgeon. You know, have you done this before? How many have you done on an 89 year old man? How many have died on the table? Etc, etc, etc. We want to know. What happens, surgeon, if you fall over during the procedure from a heart attack? Who's going to take over and close my dad up? I don't care about

you, surgeon, I care about my dad. What's the back ups? Don't let it leave this room, because it's no ethical.

I happen to know the surgeon's sister. She is a director of a special ed. program some place across the country and I call her up and I say, "Eileen, I hear your brother is a surgeon. What kind of brother is he?" She say, "He's a great brother. He's got awards. He's going to be chief of staff, and, and, and." "That's all I need to know Eileen, thank you very much." And we go for the procedure. When the outcome's important, you look at data, outcomes, practices and systems. We're dealing with kids who can't read, who have behavioral difficulties, who have mental health issues. Do we give equal play to each of those elements? In the world of school wide PBS, everything we do is based on those four. Whenever we meet as a leadership team meeting, whenever we meet as a state team, we make sure we look at those four elements. Okay, moving forward. Oh, by the way, side note, my dad's fine, he's doing great. Everybody always asks that question I should remind you. However, it's kind of fascinating, it's April, May. He had the operation in May, I call at the end of June, I call home. My mom answers the phone. I said, "How's dad?" She says, "Oh, he's doing great." I said, "How do you know." She's looking out the window, she says, "I'm looking out the back window right now, he's in the back yard." I said, "That's nice. He's probably out there relaxing, walking." "No, he's riding his bicycle." I said, "Bicycle? What bicycle? He doesn't have a bicycle." She says, "No, he went for his walk. He saw this bicycle on the sidewalk that said free on it and he brought it home and fixed it up and he's riding it around the back yard." You've got to imagine a 90 year old man riding a bicycle. It's a girls bicycle so it's really low and he can put his feet down and he's riding it. It's not up on YouTube , but it will soon be up there.

Next, one. Almost done and I'll show you the examples next. This is the other proverbial piece that goes with school wide behavioral support. Most of you have seen this before. I don't want to spend any time on it. It's linked to the RTI contents and so forth. What I do want to stress, however, is that school wide behavioral support is for all and that left hand bracket is blinking on purpose. What we find is that we want to make sure that universal intervention is available and is exposed to all kids. I visited this middle school. They had a school wide assembly on teaching this character derived program to all the kids. Right? Teaching some values and whatever. All the kids are in the cafeteria. Come on in George and watch this lesson for all kids. So, I go down and I watch. This is great. The gymnasium is full. They're teaching this lesson on respect and responsibility. It's wonderful and this teacher pulls me aside and says you got a problem here. I said no it looks great. She says no you got a problem. What's the

problem? Not everybody is here? What do you mean not everybody is here? Well, there's about 33 kids from room seven who aren't here. Who's room seven? It's the in school detention kids, right, who've been in there for seven years now and the lesson is on respect and responsibility. I said why aren't those kids there? Oh, they won't benefit from a lesson on respect and responsibility. We keep them separate from the rest of the student body. It might be a good thing to expose those kids to respect and responsibility. It might be a good thing to include those kids in the lessons that are going on. Again, we want to keep in mind that this is about all kids, and we sometimes forget about that. Most of you in the state, you are implementing RTI.

The big plug here is that if you're doing school wide behavioral support for behavior, you're actually also doing it for RTI as well. School wide positive behavioral support is an example of RTI for the behavior side. It's exactly the same. If I look at the critical elements that Lynn Fuchs and others here at the conference are promoting, they're very similar. Universal screening, progress monitoring, database decision making, those are all part of RTI, they're also part of school wide behavioral support. The academic and the behavioral side go together. They're similar in their basic concepts and structures. They're similar. On of the misrules, though, that we started in the early '90s was two separate triangles that they started looking at as being separate. So, what I want you to think about here, and you'd be impressed, because it took me 15 minutes to figure out how to do this is that they are in fact one triangle, that you want to put them together, thank you to whoever said oohh, I appreciate that. It is actually one triangle. And, you'll also notice that we've taken the tiers out of it, because we're not sure that it's only three tiers and we're also not sure that it should be two or 17 or three or one. We are not quite sure because the research isn't there to say that it's only three. We know it looks different in an alterative school that it would in a preschool than in a high school. We notice some variation there.

Now, what's important about this is this picture. Now, I admit it and I am guilty and I'm trying to make things better. Right? We have that misrule that we have been promoting, which is we have been labeling kid by label. She is a red zone kid, she is a yellow zone kid, or she is a green zone kid. We have been labeling kids by the color of the levels. Wrong. We shouldn't be labeling kids, we should be labeling what they do or not do or the interventions we provide. I am a special educator by training I should no better. We always use person first language. It's a student with developmental disabilities. It's not a retarded kid. It's not a psychotic student, it's a student with emotional behavioral disorders. It's always person first. And in this world of school wide behavioral support we've

done a misrule about labeling kid by level. This is an inappropriate way of doing this. So what's the answer?

Let me show you what we've been moving for and you can be so cool in Pennsylvania if you get this idea because not a lot of people are understanding how it works. I want you to think about kids as having profiles. Now, this is a profile and I made it up, don't let my daughter know I used it. This is her. She is really good at social studies. She goes to class, she is exposed to the content, she does well, doesn't need a lot of extra help. She is a basketball player, senior, they went 25-2 this year, lost in the semi-finals at state, but whatever, right? Did really well. She doesn't need a lot of extra help for that. Reading; she is a pretty good decoder, can read out loud can sound out words and so forth. However, she has to read things a couple of times to make sure she gets the meaning. She needs a little extra time to be successful at reading, especially difficult reading. Social skills; she's pretty good. She thinks she is anyway. She gets along with most kids. She's got good adult-kid relationships. Science; she's got to go down to the science lab and get extra help in small groups with the tutor who is there to provide extra assistance on being successful at science. She needs yellow zone support of science. She is not a yellow zone kid. Alright? Math; oh my God. Right? We spent the first year of her college tuition in high school to get her help to be successful at math. She needs one-on-one high intensity. We had to make course decisions based on her struggles with math. She needs red zone interventions to be successful at math. For Spanish she does okay. She's there because she has to be there. There's a motivation issue on her performance, but she does okay and so forth. I want you to think about labeling what kids do and the interventions that are required.

Don't label kids by level, because there is no such thing as s red zone kid. There is no such thing as a green zone kid. There are kids who need different levels of support as you walk through the process. One more quick example so I'll use the same profile, this is a different thing. Within the domain of social skills or emotional behavioral development, same thing is true. We've got this kid, really good at cooperative play, really good with peer interactions, so-so with adult relations, he needs a little bit of a reminder about what to do. It shows up at school a lot even though we don't want her there, she's there. Right? Problem solves, needs help, has to have a peer mentor with her to make sure she problem solves well when she is in a conflict situation. And, anger management, oh my gosh we are in trouble there. She's really good at the one-step anger management strategy which is hit and we need to teach her a different way of managing anger, but it requires a high-intensity intervention because the one-step works so well for her. Why do I want to use the 13 step sequence when the

one-step works so well? Again, it's this problem of how do we help the kid be successful and require high intensity supports? Independent play; pretty good as long as it's an interesting task or what have you. So, again, we want to think about kids even within a domain is having profiles and the interventions that are required which complicates what we talk about for school-wide behavioral support. Okay, so go back to our classroom, think triangle. Think about the kinds of support that we have in place. Now, what we've done at the center, let's move into some examples now, you all doing okay? Alright. Any quick questions or comments? Concerns? Thoughts? Yes.

. mom, mom now you're scaring me. Mom, he said, do you think the last thing I want to hear when I go to bed is I should pick up my toys? We shall see said the zenmaster. My kids are now teenagers, they're all sportsters, two-level house, the kids' rooms are upstairs. My husband could care less. He's a sportster. Going into my daughter's room, like you said, hoarder. I say to my daughter, "Ali, look at this room." She says to me, "Mom, I have a life." Again, we shall see says the zenmaster. My younger son, I go into his room, he says, "Mom, that's the way I can find everything." My third son was as neat as a pin, it might be genetic, I don't the pundit square on that, my husband's OC, older son OC, the three of us are hoarders. Okay. The end of the story is my three children are doctors today. I just closed the door and said, we'll see said the zenmaster. In defense of the children who are hoarders, just close the door.

GEORGE SUGAI: Again, the rule that my daughter has is that don't let the stuff ooze out into the hallways, as long as it's inside your room we're happy. Feel fine. Close the door. It really comes out in the end, right? Now, just to give you a quick analogy and I'm going to shift away back here is, our daughter is great. She is yet to get an office referral at school. She is a senior, or at least that I know of, she has not gotten one. Zero. She's pretty successful at school. She did a good job, whatever, even though her room is a struggle. Our son, who is a junior in college, thank goodness, right? He went through his K-12 career with three office referrals. It took him three to figure out don't do this again. If we had a third kid, which is what you reminded me, he'd be the kid with 27 office referrals probably, right? Because we know that the kids have different profiles, kids have different needs and who knows where they are going to go at the end and how they are going to be successful and so forth. So it's a great example about how we just have to just wait and see, but you've got to create opportunities for them to be successful and to be able to do what at the other end, they all kind of merge in some ways and fashions. Good. So, taking that example a little further. How do we identify what those best practices are? If you go to the center or the

site, what you're going to find is that we've tried to identify the smallest number of evidenced-based practices that has the biggest effect. We never, you never want to say to a teacher do these 55 things and it will work. It's much better to say do these two things really well and you'll have a big impact on what's going on.

So, the logic of our center has always been, what's the smallest number of things we can recommend to have the biggest impact on most kids or that kid or whatever the unit might be; that's evidenced-based that we defend and has durable affects that will last over time. So, we have broken the world up if you will to these sort of five domains school wide which is all kids, all staff, all settings, classrooms and non classroom setting, which I am going to cover this afternoon, student which is individual kid stuff and family which is how do we get families involved in school? Now, the reason this is all in small print is because I don't want to focus on the details. I just want you to see how we think about the world. I know some of you want to know what the details are, you can look on line. The purpose of this setting is not to focus on the strategy so much but to let you know that school wide there are about seven or eight things that you've got to do. In non classroom settings there are four critical things that everybody needs to do in non classroom settings. In classrooms there are about eight to 10 things that everybody needs to do really well. We push really hard to do really a small number of things really well. My daughter is a basketball player, she's got the basics down. She's got the fundamentals down and that allows her to be successful with the more complicated skills, I think. We want to make sure that the schools and classroom and hallways and so forth are run in a similar way and so we really try to identify what's the smallest number of things to invest in? Because schools do not have the minutes, they don't have the time or they don't have the resources to have a shoebox with 200 strategies in it and pick one and try it and then go to another one. We want to know what the smallest number are.

If you go to the site you can kind of see what those practices are and how we've looked at them. There's a paper that we wrote, that actually defines the evidence behind each one of those. It's available at the website now. It's called the evidence based school wide behavioral support. If you're writing a literature review your literature review is done already, just go there. Paraphrase it if you use it, but it has all the material there that describes those things.

I'm going to focus the rest of the time on school wide. Now, just a little bit of a commercial here. At the center, we are a federally funded center. Your tax dollars pay for us. So, you should take whatever you want from that site. The U.S. Department of Education funds us, it's not a large budget, it's about a set of tires on a Hum V, but we've got a budget and what we do is we provide an

opportunity for people get expose to best practice. We do not promote commercial products, we promote evidence-based practices. In school-wide, we've looked at some of the best discipline programs out there. We looked at Howie Knoff (sp) materials, we've looked at Randy Spricks materials, Geoffrey Colvin's materials, etc. etc. We've looked at a lot of different materials and said what are the common features that are evidence-based across those curricular? And what we found is that they have these features. It's team driven, they have a clear definition about where they're going, they have a small number of positively stated expectations that are operation defined of behavioral terms, they have a formal strategy for teaching those expectations. I'm going to go through these again in a second. There's a continuum of strategies in place for acknowledging kids from doing things the right way, there are continuum procedures in place for discouraging rule violations and we keep track of how people are doing. Those are the critical features. There's not a whole lot to it, just those, right? They are a little bit complicated behind those, but they're there.

What we find in most schools is they do number six really well. It's called the 35 page code of conduct. It's single space size 3 font. Everything is task analyzed. There is a school district in Connecticut who has their code of conduct in Chapter 3 under weapons and section 7 under knives. They've got it broken down into foldable, non-foldable more than seven inches, five to seven, three to five, and less than three inches. They've got consequences aligned with each one, they've got the first infraction, third infraction, whatever, all lined up and written out. On page 38, it says we are a school of respect, be respectful. That's it. Right? We tend to focus on number six because of the get tough response. Again, we have to have consequences to rule violations. But, the school discipline system is really the universal screener for knowing which kids need more of something else. Not more in school detention. So, the goal here is to think about that school wide discipline is really a universal intervention, primary tier, to know which kids need tier two and tier three.

So, moving forward then, you've got to have all six or seven in place, not just number six. Here's the process piece. This is really basic. You all know this already. We don't do one shot inservices anymore, except to give a rationale or do these kind of things here at conferences and again we have a 90 minute warranty on the content. But, if the school or district or state says we want to implement a more proactive model. We say great, I don't care what you select for the practices but you've got to think about the systems. You've got to think about team driven district level as well as school level. You've got to have agreements in place for what you're going to do. You've got to make sure that you've got an implementation plan that's based on your data. You've got to implement with

fidelity and evaluate how you're doing. The most important thing about this picture is that the top two circles are blue and the bottom three are green, and that is you never move into the implementation plan until you have agreements about what you're going to do. If the staff don't agree, if they're not actively involved in the decision implementations suffer. You've got to make sure that the team process is in place that involves all staff. I'll come back to that. So, team led, some of you came to this session as individuals, some of you came as pairs from your school, some of you might have come as teams. We always say you've got to start with a team as you move the process forward. That team has to have behavioral smarts on it, your administrator has to be there and actively involved. We know that there has to be a means by which communication occurs between the team the school. We know that you have to use your data for decision making and so forth. We'll come back to that.

You can look it up a little bit later, but the team is so important to us because it actually operationalized the implementation, not me the trainer, but the team takes it back to the school to make a contextually and culturally relevant to the context in which it's going to be applied. So, this is one of the strategies I'm going to share with you, because I think it's so important. This is one of your homework tasks by the way. One of the biggest challenges that we have in schools is that they are doing too many behavioral interventions. Too many behavioral programs. You've got to cut some and let some go and you've got to focus on a few and do them really well. Schools have a hard time figuring out which ones to do, so we asked them to do this thing called a working smarter, or what we like to call a behavioral initiative audit. This came from the state of Hawaii, Jean Nakasato is our PBS coordinator there, she was visiting a junior high. The junior high was in trouble, she said you need to form a team. The principal of the school said the following, no problem, we'll set up a team and add it to our other behavioral teams. She goes, "What's that mean, other behavioral teams?" He says, "I'm so proud of our school. We have more teams than any other school on the islands. Hawaii, right? And she goes, "Well, that's really good. How effective has this been? Is it working for you?" He says, "I'm so proud of our school, we have more teams that any of the other schools on the islands." He's got every mandate covered, but nothing is being implemented. So she says, "You've got to let something go, and you've got to redirect your minutes because you cannot add more to what teachers are doing. You've got to use your minutes more efficiently." He says, "How do we make those decision?" She created this tool. This is just an example. Left hand side, you list every team that has anything to do with behavior in it. In this example, you've got the attendance committee, the character committee, the safety committee, the school spirit committee, the discipline committee, the DARE committee, PBS work group and a couple of

others that didn't fit on the slide. Then you look at them, you identify their purpose, their outcomes, which kids are supposed to benefit, who's on the committee and how does it relate to your school or district improvement plan. Fill in the cells and then you say start eliminating or combining, and that's where it gets really tough. So, what Jean says, which I like, is you always start with the outcome column and we carry wide tipped permanent red magic markers and we start crossing off committees that do not have measurable outcomes, because remember outcomes is the big circle of outcomes data and practices, it's the big deal. So, we cross of the character committee, the school spirit committee, and the DARE committee, so you no longer have to meet. You're disbanded, stop. No longer, stop meeting. You say well how'd you make that decision? Well, the outcomes aren't measureable. You don't know where you are going, you don't know if you're getting there, you don't know if you're successful or not. You don't know how to change because you don't have data to guide you.

The DARE committee is easy because they have no outcomes, they just meet. In fact, Don, who is a committee of one meets by himself twice a month, 90 minutes at a time. And they check it off, yes we've met. Now the truth is the outcome is an unspoken outcome which is the superintendent mandates dare. Mandates it, so they meet just to meet the superintendent's requirements, they have no idea if the kids are benefiting. All they know is that it's taken care of, right? Character ed.; it says improved character. True story; the chair of the character ed. committee says you can't disband us. We just did. No, no you can't disband us, we have a curriculum that's in place. Four days a week 45 minutes a day we teacher character education traits, four days a week 45 minutes every day we teach character. I say that's great that you've invested that time. Is it working? She goes we know its working. I say how do you know? We can feel it. You can feel it? What do you mean by that? She says walk with me. We walk down the hallway together during a transition. We get to the end of the hallway, she says did you feel it? Oh my gosh, right? They're making a decision about a curriculum that's 45 minutes a day four days a week on a feel. I frankly would much rather then teach reading during that time than whatever, you know? Because successful at reading actually has an affect on, so it's an interesting kind of thing to look at. It really is. I say to her you know what?

On the academic side you wouldn't go for a feel. I don't go up to a kid and touch the top of their head and say yep he can calculate the hypotenuse of a triangle, I can feel it. We test them. But, for anger management, for responsibility and respect we go for a feel. Unacceptable. You no longer can meet. Short story, the principal said no problem. He took all the committees and lumped them into one super mega committee on school culture. They agreed to have no more than

three ad hock teams. One was on school-wide, the second was individual student, the third one was on parent involvement. Those are the three. That's it. When the character ed. person said I want a new committee. They said no you can't have another committee, but you may join…which one? School wide. So, they integrated. They didn't focus on the name of the curriculum for the committee they focused on outcomes for the committee. The school wide team worked for school wide outcomes. The individual student committee worked with kid outcomes and parent involvement was obviously parents. So, idea here is to combine. Now, go back to the DARE committee just for a second. I'm being a little inappropriate here but the DARE committee, remember I told you they're meeting because the superintendent mandated it, so they said we have to meet. I said no problem. If the superintendent asks you did you meet, you lie. You say you met even if you didn't. I said it doesn't make any difference, the outcome is going to be exactly the same. But, you gain back 180 minutes by doing that. Take back your minutes. Now, I know nobody wants to work with Don, but I'm sure you can find some committee to put him on to make this work.

Okay. Moving forward. So, here's your second homework task. The first one is to do the working smarter chart, the second one is the following; I'd like you for your school or your district or if you're a state person, same thing, show me where your investments are for all kids primary prevention and what do you have in place for the kids who are not responsive to primary tier, secondary tier? And what do you have in place, what are your investments for the third tier? Hopefully, there will be no more than three to five investments. Hopefully, they'll be linked together. Don't copy this down, just an example. If you visit my wife's school and you say to her show me your continuum, she'll say school wide what we teach are these three school wise expectation, we have a proactive school wide discipline model, we acknowledge kids for doing the right thing, we have the bests possible math and reading programs, and we have parents involved in our process.

For the kids who aren't responsive at the second tier we have a check in and check out system, we have a targeted social skills program run by our counselor, we have a pier support mentor system and we have a social skills club run by parents or whatever. We've got the system for small groups. For the kids who aren't responsive to that we bump them up to the certiorari tier and we've got a function based model using wrap around school based mental health model in place. Our most effective schools are those that have a small number of investments that are linked together into a continuum, not 15 shoeboxes on the shelf, that are linked together. Also, notice there are no names of people up there. It doesn't say school psychologist, primary tier. It doesn't say general ed.

teacher primary tier. People is not important. It's the programs that are important because everybody is involved in interventions. So, you don't link people. Social workers should be doing primary prevention as well as individual. Counselors should be working with all kids as well as individual. So, you want to think about all as you go through the process. So, one task is what do we have in place? Second task is how are these linked together? You will never want this after hearing me tell you all this stuff, but if I was to visit your school one of the first things I'm going to say to the administrator, show me your continuum of support you have in place on the social/emotional/behavioral side. What does that look like? What we find is a lot of schools have very little in the middle, some at the bottom and a whole lot at the top because of reactive management. So, the goal here is to think about how you're going to shift it over.

Okay, moving forward. I'm going to move into some data. Data is really important for us. We always start with the data. This is a school some place in America. This is 12 months worth of data. Do you see a pattern? Anybody see a pattern? Anybody see a pattern going on across the months? Slowly decreasing across the months. Anything else you see? You see some spikes in September and in December and a little bit of a spike in April. What are those associated with? Breaks. End of grading period, holidays, who knows, right? You can look at this data and say maybe we should be doing something slightly differently just before the end of a term, just before break. In order to do what? Help the kids be successful.

In the state of Connecticut we just finished our CMTs, Connecticut Mastery Testing. A couple of our schools said, God, we're just so busy with testing, we're going to have to let something go. We're going to let our positives go, we're going to stop acknowledging kids for doing a good job for their social skills. You might want to say that's a good thing to focus on during the CMTs when the stress levels are high because we know the problem behaviors increase. It also could be that teacher tolerance is lowering during those times. Right? So, there is a number of factors going on. Or, in one our schools the principal said, God, you only got 13 more days and we got spring break, hang in there. If you've got problems, just send them down to the office. So, the numbers go up, because the principal or the administration has incurred the response. So, you've got to look at all of them. This one is by type of problem behavior and the right hand side and the most common problem behavior is disruptions. Minors and majors, followed by disruptions and inappropriate language, those are the highest one. So, you have some place to start with what you're going to build for an intervention plan. This is by location and classrooms is the highest priority.

So, maybe classroom management is the target, but you've got to link it to something school wide.

Here it is by time of day. What time do you not want to have duty. Ten-thirty right? There's a big spike going on around that time. Why? It's going to depend on the school a little bit. Is it because of recess? Is it because that's the major transition between blocks? Is that the time when the kids' meds are wearing off? Is that when the teacher's meds are wearing off? What's going on in this school? Again, you are going to individualize your hypothesis to the decisions you make. Do not just say well George Sugai said we should do this. You're going to go back and say what do our data say about our school? Where is it happening? What are they doing? Right? Who's doing it and so forth, as a way to make a decision. This is by student, numbers across the bottom. Kid number 11 has the most office referrals. He's the winner. I'm frankly am not worried about kid number 11 because I know he's on a plan. It's those kids below him that I'm worried about. The wannabes. I want to catch those kids before they join the club with kid 11 and I want to come up with what I want to do with step. I'm also worried about the kids who have one to two referrals because we don't want them to get into the habits of getting three to five or six responses or consequences. If you're interested in data, right? Question?

GEORGE SUGAI: The question is, you're absolutely right. Kid number 11 could actually be a trigger for a whole bunch of other things going on. Group, right? Could be so disruptive that other kids get involved, could be so disruptive that he isolates himself from others. Yes, you do want to have something in place. In this school, I happen to know the kid, and he's on a plan. That's what I mean by I'm not too worried about him, even though his data is high, it's the kids without a plan. But, you're absolutely right. If I walk into a school without anything in place I'm going to find out who those high fliers are.

GEORGE SUGAI: Excellent question. He's saying, if you look at that decrease in trend or even the spikes by the holidays you've also at the same time got to look at who's contributing those numbers, if they're still in school or not. I'll come back to that in a second, because I've got another picture to show you. Excellent point. Again, you're going to individualize your interpretation based on your school and what you know is in place. If you're interested in data, go to swiss.org, not because it's a system you should have, but only because the resources at that site, examples of referral forms, examples of displays of data,

decision making models, evaluation tools are all behind the scenes there at swiss.org and it will show you how a data system can work to make decisions. It's a nice little site to give you ideas. It was built as part of our center and it's out of the University of Oregon and it's a great little place to look at data systems, so I just want to put a little plug in there if you want to know more about data.

Okay, couple of examples for that last 45 minutes or so that we have and to show you the data to go along with these. One of the most important things is when you get done in her go out in the hallway take a look at some of those posters that are out there. There are some pretty neat examples of people making an individualized school effort to try and respond to behavioral health and school emotional/social climate of their buildings. I think I got most of them. I went out there before all the posters were up, but there's a bunch of schools out there, school districts I should say that have actually invested quite a bit into the process and they've got some good examples and you can ask them whether or not George is lying and telling the truth or if he's exaggerating. They'll tell you which is what you really want to know about how this stuff functions.

So, when you walk away from here your third homework task is look at the examples, look at the range of ways people have operationalized school wise behavioral support or social/emotional learning or whatever you're going to call the curriculum that you're thinking about. There's some pretty neat examples out there in the hallway. Here's where I want to start with some examples. This is a non example. I want to make it very clear. A lot of our schools communicate negative messages out in the school. You walk in the building it says no guns, no drugs, no dogs, no back packs, no whatevers, right? Very much focused on what you don't want to be done. What I really find interesting about this is that it's really not set up for the right kids. Seventy percent of the kids that walk into this building they don't even know the sign exists and they don't need the sign. About 20% of the kids see the sign and they say oh ya I remember. There is about 15% of the kids who come in and say oh my gosh, I forgot my backpack, I better go home and get it. It actually prompts inappropriate behavior. But, who did we put the sign up there for? It's for the kids who went home and got their backpack. So, it's an interesting phenomena about why we put the signs up. Is it instructional for many? Absolutely. Is it going to work for the kids that we're most concerned about? Probably not. Because it's not a very strong tool.

So, our logic as always is if you're going to invest money in lamination, waste it on good, positive messages. Communicate what you want. Let the schools, the visitors, the parents, the Board of Education, whoever visits your schools know what you value. This school is the Hornets, so they Bee Safe, and they Bee responsible, and they Bee respectful. It's a message, it's a way to

communicate what you want. My friend, Ann Todd has shown me this, I doctored it up, you get the idea. She came back from Asia and she said in the United States we say keep off the grass. In Asia they say the grass longs to grow up strong and healthy. I'm pretty convinced that you can just about translate anything negative into a positive statement. It takes a little work sometimes, right? Or many centuries of work, but the idea here is to think of how can you translate some of these things into more positive messages?

Here's a little quiz. I'll do it the fast way. I want you to tell me, is this awning over a door, is it from high school, middle school, elementary or pre-school. It says "Through these doors pass the most caring, attentive, responsive and empowered family members of all of Tulsa, Oklahoma. Thank you for being here." Is this awning over a high school, middle school, elementary, or pre-school? Answer is none of the above. I cheated. This is actually the downtown Doubletree where the team training was being conducted. Why does the hotel want to communicate positive messages? Maybe so that the people who are there like being there. When you check into the Doubletree they say thank you for coming to our hotel, we care about you. Right? You walk down the hallway, you see these care messages on the hallway. Because why? It's good business. Why? Because it promotes better business. Why? Because the clients are happier. Maybe we should be doing the same thing in our schools.

This is the Hyatt; recently we had a training. I go around to hotels taking pictures of signs, right? It says, please respect your neighbors because of the noise inside the hallways. It's doesn't say don't do it, it's a positive message. So, a school in Minnesota created a welcome mat for their school. The first thing you walk on is a welcome mat and it says welcome to Westwood Way, we are the Wildcats, we are safe, we are kind, we are positive learners, and we be our best. Because they want to communicate a positive message. I talked to the principal of this school and he said it's pretty fascinating because one week after we put these out two parents came into the office and they came in and they said we want to tell you something about your school. He says okay, okay I'm ready. And he said, no, no something positive. He says something's different about your school. It seems more welcoming or something, we can't quite figure it out. It's because of the message that are being communicated. So, the PTA, PTO, whatever it's called her in Pennsylvania made refrigerator magnets and they sent them home to the parents, so it has the homework I'm sick today phone number and they also have the four school wide rules, as a way again to create a communication system with the families.

This is in South Carolina. This is just to show you how they individualized it. You will never do this in Pennsylvania unless you're called Jessie Bobo

Elementary. Right? Just to show you how they individualized it. You walk in the school you look to the left, it says Bobo Bears are respectful, Bobo Bears are responsible and you turn 90 degrees and it says Bobo Bears are productive. It's just a way to change the feel, if you will. Going back to that teacher that said feel. Messages that are prompted throughout the building.