

# Pittsburg Behavior Learning Model

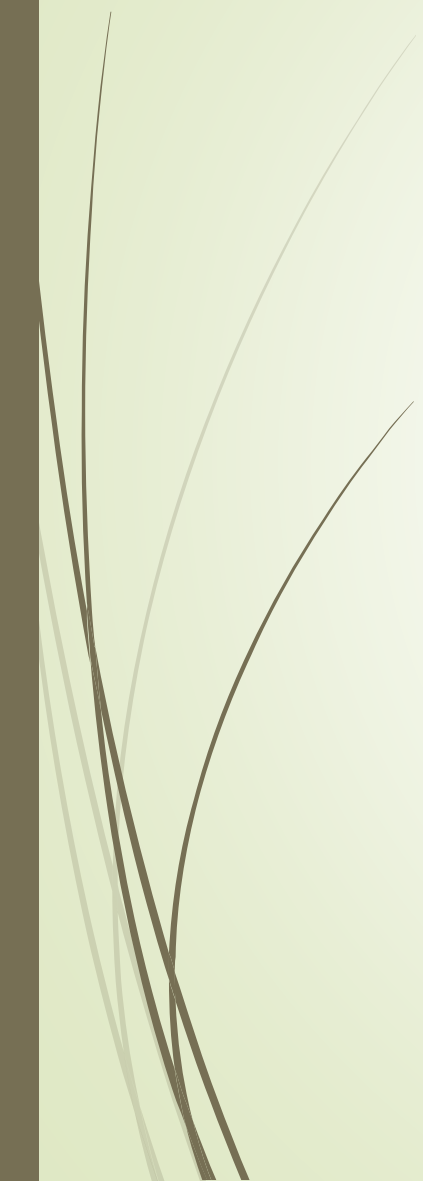
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# Pittsburg Unified School District

- ▶ API/AYP
  - ▶ Graduation and Drop-out rates
  - ▶ Student Discipline Data
    - ▶ Teacher Referrals
    - ▶ In-School Suspensions
    - ▶ Out-of-School Suspensions
    - ▶ Expulsions
- 



# Reactive Approach to Discipline

- ▶ Punishment based rather than positive
- ▶ Exclusionary rather than proactive
- ▶ This approach is based on faulty assumptions:
  - ▶ Students must be punished for what they have done
  - ▶ Students Learn through punishment
  - ▶ Children are bad by nature – “spare the rod, spoil the child”.



# A Preventive-Teaching Approach to Behavior

- Behavior is the result of two things:
  - Context
  - Explicit Teaching



# Assumptions Underlying the Prevention Approach

- *All children are fundamentally good*
- *All children can learn when provided the appropriate context and teaching*
- *It is incumbent upon us to provide children what they need to learn*
- *It is easier and more cost effective to prevent behavior problems than to wait and then react when a crisis occurs.*
- *Children flourish in a positive context*

# How Does It Work?

## Academic Systems

### Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity

1-5%

1-5%

### Targeted Group Interventions

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

5-10%

5-10%

### Universal Interventions

- All students
- Preventive, proactive

80-90%

## Behavioral Systems

### Intensive, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable

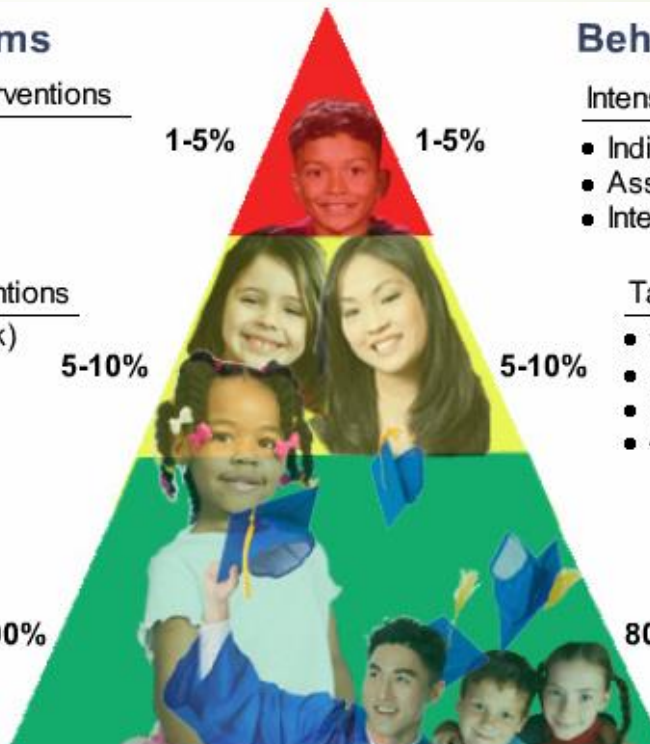
### Targeted Group Interventions

- Some students (at-risk)
- High efficiency
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### Universal Interventions

- All students
- Preventive, proactive

80-90%



# COLLABORATIVE GRADE LEVEL PLAN—PLM—B

Re-teach

Enrichment

*How will we respond when behavior did not take place?*

*How do we respond when behavior has already occurred?*

Plan based on common assessment results

Develop common assessment and set SMART goal

Lesson Delivery

Give Common Assessments

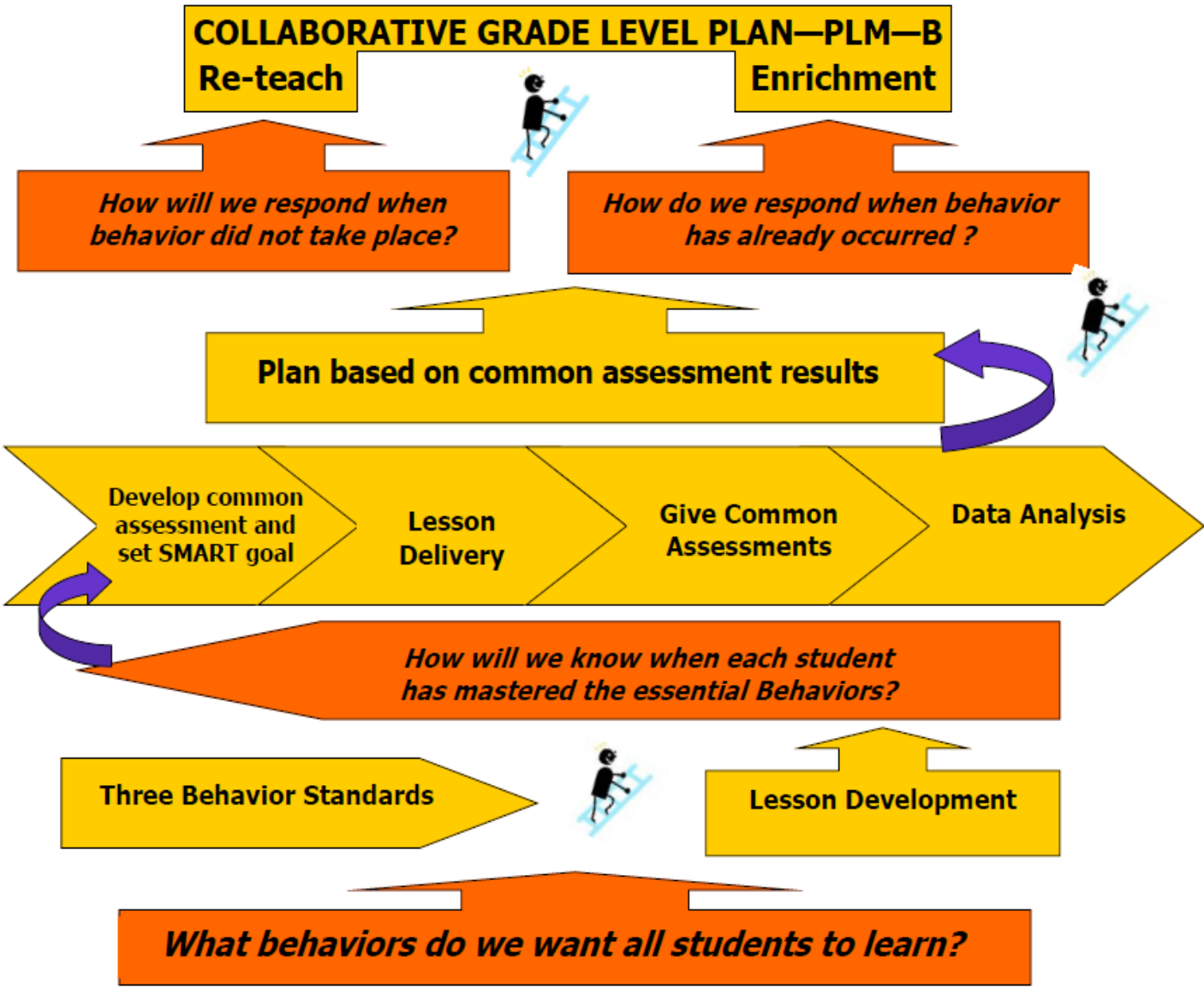
Data Analysis

*How will we know when each student has mastered the essential Behaviors?*

Three Behavior Standards

Lesson Development

*What behaviors do we want all students to learn?*





# PBLM Design

- The Science of Behavior (PBIS & ABA)
- 90/90/90
  - Doug Reeves
- Professional Learning Communities
  - DuFours & Eaker
- Response to Instruction and Intervention
  - IDEA 2004



# Essential Behavior Standards – *The 3 Be's*


- ➔ Be Safe
- ➔ Be Respectful
- ➔ Be Responsible



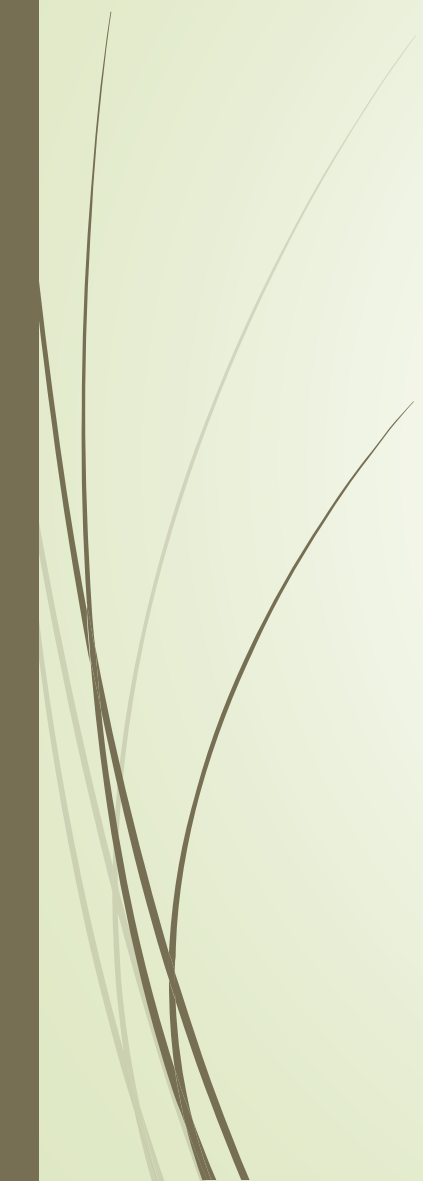


# Short video

- The Stanford Marshmallow Study
- 



# How in the world do you *teach* behavior?

- Q: What do we want our students to do?
  - A: The 3 Be's in all school environments
- 




# Teach (ing) Behavior

- ▶ Q: How will we know when each student has mastered each of the 3 *Be*'s?
  
- ▶ A:
  1. Use of common assessments
  2. Lesson delivery
  3. Assessment
  4. Data analysis



# Teach (ing) behavior

- Q: How do you teach behavior?
- A: Develop common lessons and embed behavior skill development within each content area and school environment.
- Acknowledge students randomly for doing well.



# ABC's of behavior-based teaching

- 3 Be's are posted in every room & hall
- Foster a warm, caring routine-oriented classroom

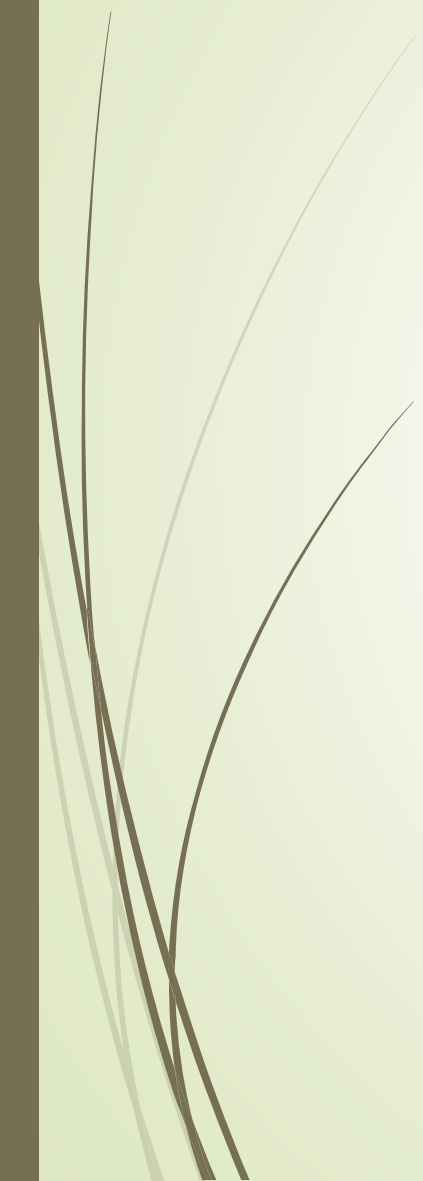


# Lesson Delivery

- Steps in the process
  - Explicit & direct
  - Check for understanding
  - Corrective feedback and/or reinforcement
  - Guided practice and discussion
  - Modeling and pair-modeling
  - Frequent review



# Culture in the Classroom

- Culture:
    - What is it?
    - Why is it important?
- 





# Deficit-Based Thinking

- ▶ Either - Or, White – Black binary thinking
  - ▶ Fosters a mind-set that some are good and some are bad
  - ▶ Good is the standard by which all are measured
  - ▶ Implicit communication to those who are not good do not measure up

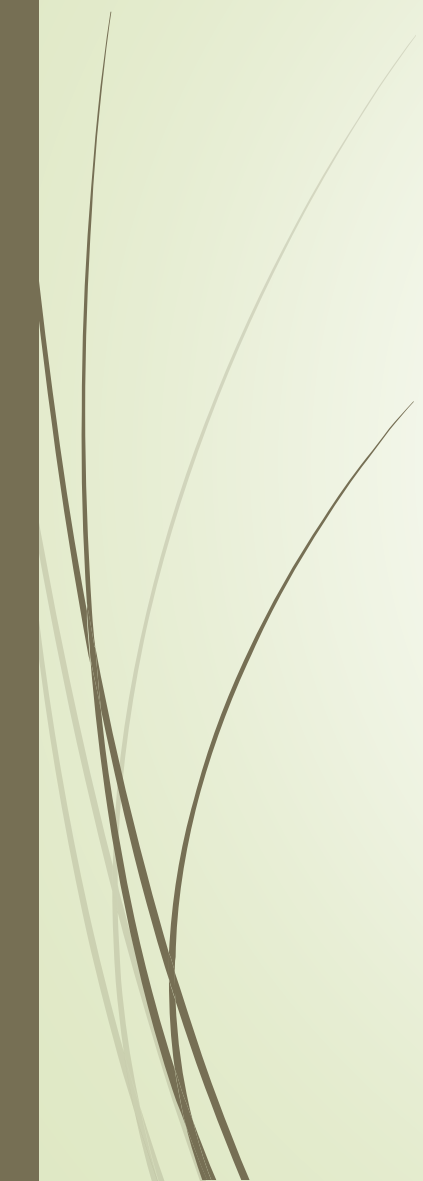


# *Mind-Set*: How to Foster the Context for Achievement

- ▶ Thinking influences:
  - ▶ Feelings
  - ▶ Behavior
  - ▶ How students view themselves
  - ▶ How students view what they can and cannot do
  - ▶ What they will and will not do
  - ▶ Ultimately, we *each* influence student achievement by our actions

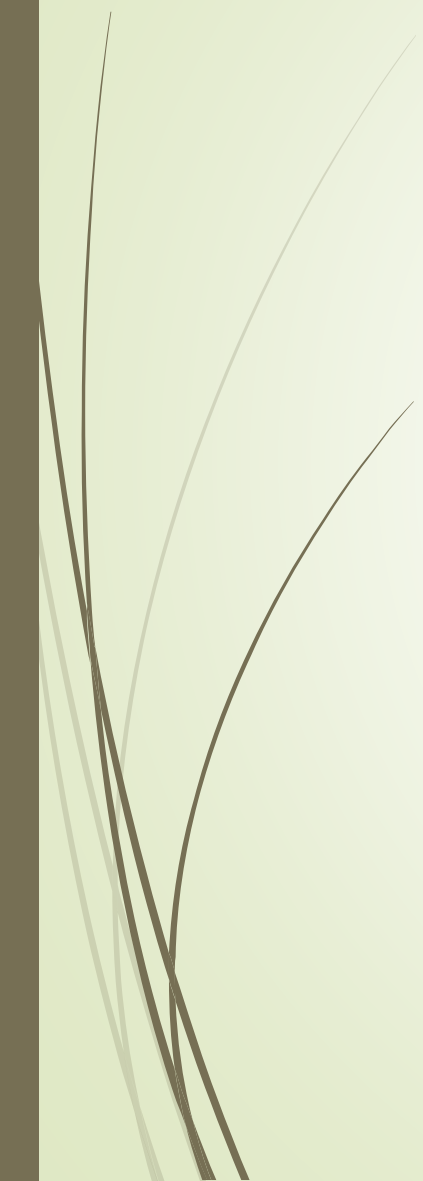


# Activity

- Stereotype Threat
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# What does this mean?

- We each possess a great deal of power
  - As adults, professionals, we each possess an awesome responsibility
  - Our responsibility – To foster success!
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# When there is a need for a reactive approach

- ▶ Restorative Justice
  - ▶ Discipline with dignity
  - ▶ Repairs a broken relationship by restoring trust
  - ▶ An approach used to teach empathy



# Culturally Responsive Schools

- ▶ What can I do differently to better meet the needs of my struggling students?
- ▶ What can I learn by closely monitoring student performance?
- ▶ What does this teach me about my approach and classroom climate?
- ▶ What are my personal goals – daily, weekly, monthly, yearly

Thank you!

