

WINDSOR BERGEN ACADEMY

Behavior Management

The Windsor Bergen Academy behavior management system is based upon the core belief that students will maximize academic and behavioral gains in a well-managed school environment. To achieve this, the school offers a continuum of interventions that promotes defining, teaching and supporting the positive behaviors that will assist students in achieving successful outcomes across settings. To address the behavioral and mental health needs of all students, a multimodal approach to intervention is employed by Windsor Bergen Academy. Emotional and behavioral challenges are examined through an ecological perspective which takes into account the wellness of the whole child. Through this lens, clinically trained staff are able to develop and implement tailored interventions that promote academic social-emotional development. Consistent with the current standard recommendations for best practice, the school offers a continuum of school mental health (SMH) supports in combination with positive behavior interventions and supports (PBIS).

Schools are in a unique position to play a central role in supporting mental health, which is critical to social, emotional and academic functioning (Stephan, Weist, Kataoka, Adelsheim, and Mills, 2007). Mental health treatment can take many forms, and is always best when tailored to meet the individual needs of each child. Students at Windsor Bergen Academy receive counseling with a clinician trained in interventions delivered through individual therapy and group therapy. Therapy can be highly effective in assisting students develop areas of deficit such as coping skills, social skills, and affect regulation skills. Sometimes, despite intensive therapeutic interventions, students may continue to exhibit high levels of aggression, hyperactivity, or anxiety which profoundly impacts their ability to function in the school setting. The American Psychological Association (APA) and the Substance Abuse and Mental Health Services Administration (SAMHSA) recognize that in the presence of some emotional and behavioral disorders, non-pharmacological interventions such as behavioral therapy may work best when supported by pharmacological interventions. Since on-going assessment and monitoring of medication based interventions is crucial to success, Windsor Bergen Academy offers consultation and medication management services, as needed, through its relationship with a Board Certified Child and Adolescent Psychiatrist, or similarly qualified provider.

The foundations of the behavior management system employed at Windsor Bergen Academy have been derived from the evidence-based frameworks of Positive Behavior Interventions and Supports (PBIS) and Social Emotional Learning (SEL). Positive Behavioral Interventions and Supports, known as PBIS, is a proactive and responsive approach to behavior that is commonly used in specialized educational settings. PBIS is a multi-level system that offers a tiered model of intervention delivery, depending upon the needs of students. At the core of this program is the belief that all students are capable of appropriate, pro-social behaviors. PBIS facilitates the acquisition of adaptive skills by providing clearly defined behavioral expectations; these are taught, reinforced and modeled by school personnel across settings. In alignment with the requirements set forth

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by the No Child Left Behind Act (2002), the use of PBIS at Windsor Bergen Academy ensures that students will benefit from scientifically validated, data driven interventions that are matched with their need for support. A meta-analysis of peer reviewed PBIS literature indicates that tiered interventions are considered highly effective in the prevention and reduction of challenging behaviors (Simonsen, Sugai, Negrón, 2008; Horner, Sugai, Smolkowski, Todd, Nakasato, Esperanza, 2009). PBIS is also the only approach to addressing behavior that is specifically aligned with IDEA (1997) requirements.

Intervention on the broadest scale occurs at the school-wide level, known as Tier 1. Tier 1 interventions benefit the entire student population because they create a climate conducive to learning, both academics and positive behavior. The theory behind Tier 1 intervention is that by providing behavioral instruction and positive reinforcement to students, we decrease the likelihood that challenging behaviors will emerge or escalate. Across school settings, from classrooms to common areas, clearly defined behavioral expectations help prevent negative behavior, and allow for the opportunity to reinforce desired behavior. Consistent language based upon the expectations is used by all personnel to communicate with students. Positive reinforcement is promoted through a universal, systematic behavioral intervention known as a token economy.

Token economy systems are well supported in research as an evidenced based approach to behavior modification (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008). Token economy is based upon the assumption that developmentally, children are most motivated by extrinsic reinforcement. The goal of token economies is that eventually, through operant conditioning, students will acquire appropriate behavioral skills while being able to transfer control from tokens to intrinsic reinforcements. These would ultimately include teacher and parental praise, good grades, confidence, etc. Token reinforcements, in the form of points, are awarded to Windsor Bergen Academy students each period that they meet any of ten school-wide behavioral expectations.

Points are the teaching tool used in the token economy system at Windsor Bergen Academy. It is an effective tool because it allows for the teacher to provide immediate feedback to students who meet any of the ten behavioral expectations. *The point system is additive, not deductive; it is a proactive rather than reactive approach to behavioral management.*

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Students can earn up to 100 points for each school day. They have the opportunity to earn up to 10 points for each period. Each point directly corresponds to the successful demonstration of the schoolwide behavioral expectations. These expectations are defined below:

1. Choose Respectful Words
2. Follow Staff Directions
3. Keep Hands, Feet, and Objects to Self
4. Focus on Self
5. Transition Appropriately
6. Use Appropriate Voice Level
7. Complete Assignment
8. Handle Materials Appropriately
9. Remain in Assigned Area
10. Be Prepared to Learn

It is the standard that students will strive to meet behavioral expectations all day, across settings. Therefore, up to five points can be earned during lunch and recess periods as well. Points are converted to “School Store Bucks,” which allow students to use what they have earned to “purchase” tangible rewards, including gift cards. Points also serve as a mechanism to collect data on student behavior. It determines students’ positioning on our level system, upon which privileges are based. It also allows clinicians to make data-driven decisions on student behavioral plans. At times, the data will indicate that the Tier 1 system is not adequately meeting the needs of individual students; in this case, clinicians will use the data to develop and implement Tier 2 (small group) or Tier 3 (individual) behavioral intervention plans, when necessary.

The second component of Windsor Bergen Academy’s behavior management system is Social Emotional Learning, known as SEL. Current research links both short and long-term positive outcomes to social emotional competencies acquired by students while they are in school. Longitudinal studies suggest social and emotional competence can increase the likelihood of positive outcomes across the lifespan; these include high school graduation, readiness for postsecondary education, career success, positive family and work relationships, improved mental health, reduced criminal behavior, and civic engagement (CASEL, 2013, 2015). To achieve this goal, our program integrates SEL into the token economy by providing students the opportunity to participate in engaging rewards and privileges. These activities are critical to the comprehensive education of the whole child; they promote self and social awareness and community building. They also support the development of pro-social behaviors such as kindness, empathy, responsibility, decision-making and teamwork. Evidence based SEL interventions

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synthesize with PBIS consistently, as they both construct opportunities for explicit teaching of positive behaviors, as well as providing behavioral practice and immediate feedback. Opportunities for social emotional learning are naturally embedded throughout programming at Windsor Bergen Academy; they are present through delivery of Core Curriculum Standards, behavior management interventions, and school sponsored events that foster a positive climate within the school community. These activities are critical in helping students attain competency in the social emotional domain of self-management. Through planned learning opportunities such as field trips and holiday celebrations, students develop the ability to regulate their own affect, thoughts, and behaviors in different settings and situations. Using gift cards as a reward is another SEL tool used by the school to promote positive behavior. It also provides students the opportunity to become sound consumers who evaluate spending choices, learning budgeting skills, and exercise impulse control (Bridgeland, Bruce, Hariharan, 2013). The activities and privileges described below allow for “in the moment” modeling and reinforcement of skills taught through the delivery of formal and anecdotal SEL lessons in the classrooms. Over time, it is anticipated that students will be successful in universalizing adaptive behavioral skills in community settings.

Levels

Points are calculated weekly to determine which of three levels a student will be placed on. Each level affords the students a greater degree of privilege. Levels are reviewed every week. A student may drop a level if their percentage falls below the required amount specified to maintain that specific level.

Please note: Student levels can jump from Level I to Level III within a review period or drop from Level III to Level I in the same period.

ALL STUDENTS WILL BEGIN ON LEVEL III. Students must maintain 90% of their points in a review period to remain on Level III. Students earning 80-89% would move to Level II. Student’s earning 79% or lower would move to Level I. Students will remain on the level earned until the next level review.

Level Formula

$$\text{Percentage of points earned} = \frac{\text{total points earned}}{\text{total possible points}}$$

*Please note: If a student is absent, do not include possible points for the day of absence into the total possible earned figure. Percentages are calculated on days that students are present to earn ONLY.

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Definition of Levels

Level I Students who have earned 79% or less of their possible points that week.

No earned privileges allowed

Level II Students who have earned 80-89% of their total possible points that week.

Privilege is:

- Bi-weekly ice cream parties

Level III Students who have earned 90% or more of their total possible points that week.

Privileges are:

- All Level II privileges continue
- Bi-weekly pizza parties
- Field Trips, Community Service, Athletics, Special Activities and more
- Special Events and Tournaments
- Broadway Trips
- Student of the Month and Pillar of Character luncheon
- Weekly Level III Social Skills Activities

Students become eligible for field trips by maintaining an average of 90% or more for the designated earning period, typically 6 weeks.

All students may participate in the Annual Behavioral Auction and Field Day festival. All students may also participate in birthday, holiday and graduation celebrations, Welcome Back Breakfast, and contest rewards. All students are eligible to receive school spirit giveaways. Individual students may be eligible to earn rewards as part of an individualized behavior management plan.

New Students

When a new student enters school during an evaluation period, the points he/she earns during that time can only be used at the school store, they do not determine a student's level. The student must be in school for a full week after the initial evaluation period in order to change or maintain his/her level.

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Recess

There will be three student recess periods throughout the day. The student can earn 5 points for morning recess, 5 points for lunch time/recess and 5 points for afternoon recess. To participate in morning or afternoon recess a student must earn 80% of the possible points for the preceding periods. *Example: A possible 40 total points can be earned in the periods prior to morning recess. A student must earn at least 32 of the 40 points.*

If a student does not earn morning or afternoon recess, they must remain seated in the classroom.

Recess Evaluation Points

First Lunch

Morning Recess (10 minutes) – 32/40 Points

Lunch Recess (20 minutes) – All students participate in recess

Afternoon Recess (10 minutes) – 28/35 Points

Second Lunch

Morning Recess (10 minutes) – 32/40 Points

Lunch Recess (20 minutes) – All students participate in recess

Afternoon Recess (10 minutes) – 20/25 Points

Homework Points

Students may earn up to 5 points for the completion of their assigned homework.

Bonus Points

Bonus points can only be earned as school store points and do not count in level calculations. Bonus points are to be awarded only by certified or administrative staff. See administrative staff if you feel a student has exhibited behavior that merits additional bonus points. Bonus points awarded should not exceed more than 10 points per day; discretion should be used that bonus points are being used as a tool to provide immediate feedback for desired behaviors that surpass the school-wide expectations, or are specifically aligned with a student's individual behavioral goal.

School Store

Students may redeem their points on a weekly basis at the school store. Teachers can send students in small groups (4 at a time) with an instructional paraprofessional at their

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assigned time. Students may bank their points for a future purchase. However, their points must be redeemed by the end of each academic year.

Documentation

While the recording and tabulating of behavioral points serves to inform students of placement on the level system, it is also significant to us as educators. These points serve as valuable data that can assist us in making informed plans for students that help them achieve their goals. Through analysis of behavioral data, educators and clinicians can make determinations about the effectiveness of behavior management interventions, and at times, suggest that a more individualized or intensive intervention plan should be developed to support positive behavior.

Windsor Bergen Academy maintains documentation of every student's daily point totals. These totals are transferred to electronic spreadsheets that tally weekly points earned for "School Store Bucks" and level review calculations. Weekly level sheets are also maintained in the classroom and a copy given to the Principal and School Social Worker at the end of each week. Teachers should establish a routine practice of reviewing student behavioral data weekly. Any significant changes in behavior should be brought to the attention of the School Social Worker.

Student level status must be posted in the classroom and updated weekly to reflect any changes. Teachers should also keep a chart of the student's levels throughout the year.

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