

# Fuller's PBIS Update

## Introducing our Student Acknowledgment System

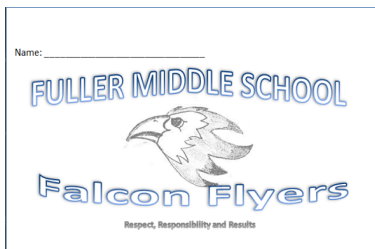
*In a PBS framework, students are systematically and frequently acknowledged for their appropriate behavior...A school environment is therefore created that (a) teaches students skills to behave appropriately, (b) positively acknowledges students engaging in those behaviors, and (c) provides consistency and stability in interactions among students and staff members.*

McKevitt & Braaksma, *Best Practices in School Psychology*



## The Falcon Flyer

Using a design created by 7<sup>th</sup> grader, Justina, the “Falcon Flyer” is Fuller Middle School’s way to acknowledge and reinforce positive behaviors demonstrated by students. All faculty and staff are equipped with copies of the Falcon Flyer, a ticket they endorse with their signature on the back. Teachers reward students with these tickets whenever they



see a student engage in behavior that reflects our core values of Respect, Responsibility, and Results. An example would be thanking a cafeteria worker during lunch, or holding the door open for another student.

Teachers from *any* team can reward a student anywhere in the school – from the cafeteria, to the hallways... even while waiting for the bus. This is truly an effort at School-Wide Positive Behavior Intervention & Support (SW-PBIS). When a student receives a Flyer, they write their name on it and save it for use at our new school store! (See next page)

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### Falcon Flyers

What are they? How do they work?

### Fuller's School Store

Who? What? Where? When? Why?

### Reinforcement Psychology & Frequency

Importance of Reinforcement Schedules  
Why should we reward students for adhering to expectations?

### Behavioral Data

Examining referral data thus far this year.  
Establishing a Baseline – Goals for Acknowledgment Implementation



*Even small successes can be extremely powerful in helping people believe in themselves. When you set small positive goals and people achieve them, they start to get it into their heads that they can succeed.*

- Bill Parcells, 2x Super Bowl Winning Coach

## Fuller's PBIS School Store

Operated by student members of **Fuller's Peer Leadership Club** under the direction of Madame Susan Brush, along with students from Fuller's **Crimson Team**, led by Cara Cercone, Fuller's PBIS School Store opened on **Friday, January 23<sup>rd</sup>**, to the roars of students at each of the three grade-level lunches.

The store makes use of the empty deli area at the back of Fuller's Cafeteria. From the deli window, students are called up by rows to view items and cash in their tickets for prizes of varying ticket amounts, similar to the model of Dave & Busters. The store thus not only reinforces students' appropriate and pro-social behavior, by other important social and life skills, such as impulse control, "money" management, and personal responsibility, as students can save tickets for larger prizes at a later date.

**Store Operating Days** are as follows, during grade level lunches:

**Jan:** 23<sup>rd</sup>

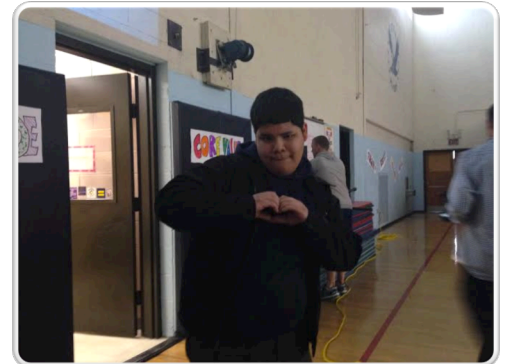
**Feb:** 6<sup>th</sup>, 13<sup>th</sup>, & 27<sup>th</sup>

**March:** 6<sup>th</sup>, 13<sup>th</sup>, & 27<sup>th</sup>

**April:** 10<sup>th</sup>

**May:** 1<sup>st</sup>, 15<sup>th</sup> & 29<sup>th</sup>

**June:** 12<sup>th</sup>



### PBIS Rally & Raffle!!!

Once a significant amount of Falcon Flyers have been "cashed" in by students and the bucket at the school store has been filled to the top, thus signifying a benchmark in the frequency and acknowledgment of positive behaviors school wide, the entire school is acknowledged with a Friday PBIS rally. At this rally, a name will be selected from the bucket of previously submitted "Falcon Flyers." The winning student and the teacher who provided the Flyer will be rewarded with a special prize.



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## Stocking our Store:

Donations from various institutions, including: The New England Patriots, Boston Bruins, and Boston College Athletics, paired with generous donations by staff members and some start up funding from the PTO, have allowed our school store to open with a solid start. Staff have donated everything from pencils, books, and gently used bags to an Xbox and Tablet!

*With positive behavior being reinforced so frequently early on in implementation, Falcon Flyers are piling up quickly – which is GREAT from a behavioral perspective, but a **concern** for sustainability of stock.*

*If you have any new or gently used items that you believe middle school students (grades 6-8) would enjoy earning as prizes in the school store, and would like to make a donation either on your own or on behalf of a community organization, please contact either of the PBIS Coaches – Magaly Rivera or Amanda Weeman.*

## Reinforcement vs. Punishment

### The Importance Acknowledging Positive Behavior & The Use of Reinforcement Schedules

When we consider shaping behavior and the larger school culture through a lens that is **not** rooted in Positive Behavioral Supports (PBIS), the focus tends to be on the elimination of “wrong” or “bad” behaviors through **punishment**. What school-based data and national research has confirmed, however, is that traditional methods of addressing behavior in the school setting can be counter-intuitive to the educational process. **By “punishing” individuals for non-desired behaviors, we do not change the behavior, as we do not teach the child the appropriate behavior/skill expected of him/her.** Punishment, when effective, only serves to decrease the frequency of misbehavior... and only in certain occasions, such as when the punisher is present. It does not promote the occurrence of positive behavior and further, it can negatively impacts the nature of the relationship between student and adult, the child’s sense of self, all while leaving the desired behavior or skill undeveloped.

Punishment does not allow us to teach a skill; it relies on punitive measures to ensure that a child refrains from such behavior, but only in certain contexts... For **example**, after having a silent lunch for running in Mr. O’s hallway, what Johnny has learned is simply why/how to avoid being caught running by Mr. O, rather than the importance and skill of getting to his next class in a respectful and orderly manner...



*“The way positive reinforcement is carried out is more important than the amount.”*  
- Skinner

Reinforcing behavior doesn’t just take the form of handing a student a Falcon Flyer; The most important and widely used reinforcers are free – a thumbs up, verbal praise, a smile.

When trying to promote ‘new’ behaviors to occur, psychological research suggests that the behavior is reinforced immediately and frequently, with specific feedback. For example, staff was asked to hand out at least 7 Falcon Flyers per day in the first few weeks of implementation. In addition, staff gave students specific feedback on why they were receiving the ticket. *“Thank you for staying back and offering to help put up the chairs. Here’s a Falcon for showing Respect.”*

This is done because we want the student to know what it is we are looking for in his/her behavior. While at first they may show the behaviors more frequently to earn the reinforcer, which they receive, eventually the desired behavior is evidenced without the immediate reinforcement of a ticket... **BUT**, even so, students will continue to demonstrate the behavior for two reasons – in the hope that someone will “catch them doing good,” and/or, most importantly, the behaviors of peers across the school are taking shape in the same way and they understand that this behavior is now the norm of our school. Our goal as a PBIS Team and PBIS School is the latter! 😊

# Office Referral Data: Sept '14 – Jan '15

## Establishing a Baseline

### Will Reinforcement of Positive Behavior Decrease Referrals for Problem Behavior?

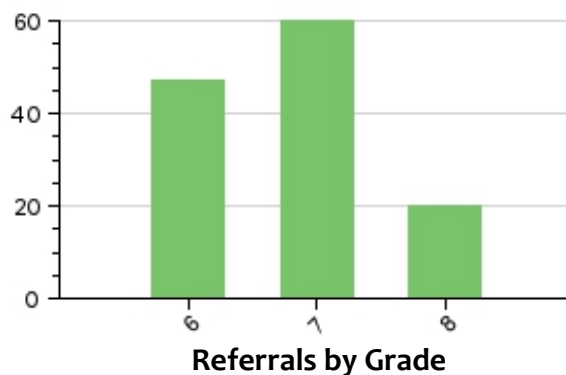
By using SWIS Suite software to input behavioral referral data, we are able to examine where, by whom, how often, and when problem behavior occurs. The PBIS team then takes this data to determine steps to address improvement of such behavior. Also tracked by SWIS is the intervention that resulted from the behavioral referral, ranging from a referral to guidance, silent lunch, or detention, all the way to suspensions. This also informs us as to which interventions seem to be the most effective.

The first graph shows us the **Average # of Referrals per month**. What we see here is that Sept had the lowest # of referrals. We refer to this as the beginning of the year “honeymoon period” as both teachers and students are slow in getting to know each other, instruct on rules, and offer time in establishing routines. October’s referrals were the highest, however **once the PBIS team held Behavioral Expectation Lessons in each of the major settings, Fuller saw the lowest # of referrals for that month (Nov.)** As the holidays approach, behavior tends to spike, but by January, we saw a decrease again. **The goal for February is that the reinforcement of positive behavior brings yet another decrease in the # of referrals.**

In terms of interventions and re-teaching, 7<sup>th</sup> grade has the highest # of referrals, followed by 6<sup>th</sup> grade. **What can we learn from what’s going right in 8<sup>th</sup> grade? How can we use the influence of 8<sup>th</sup> grade peers in promoting positive behavior in the younger grades?**

Also interesting has been the examination of where problem behavior occurs. The highest number of referrals occur in the classroom – where teachers and students have established expectations and rules and the stakes for following such rules – i.e., instructional time on learning – is high. The supervision and accessibility to referral forms is also greater. What types of classroom based acknowledgement may be helpful? **How can teachers re-teach expectations and assess for lacking skills or environmental triggers for such behavior?** With the hallways being the location with the second highest frequency of problem behavior, **how can we increase supervision in the hallway? Will reinforcing hallway behavior with the Falcon Flyer, be a powerful intervention to also drive peer influence in the hallway?** Data we collect in the following months should hopefully tell us...

Average # of Referrals by Month



Number of Referrals by Location

