

***Student Discipline, Positive  
Behavioral Supports and  
Management, and School Safety:***

***A Conceptual Blueprint for Schools  
and School Districts***

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**Director, Project ACHIEVE  
Little Rock, AR**

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# Student Discipline, Positive Behavioral Supports and Management, and School Safety: A Conceptual Blueprint for Schools and School Districts

## Overview

There have been many changes in our society in recent years. The results of these changes include those that affect the children in our schools. The impact of television, significantly less adult supervision and feedback, increases in poverty, and changes in the family "unit" have all contributed to children coming to school less prepared to actively engage the schooling process. As a result, teachers are experiencing more discipline problems in their classrooms, they are having to teach children who do not have some of the basic skills necessary to learn (listening, following directions, etc.), and the entire, already-challenging process is becoming increasingly frustrating. In addition, more students are more frequently expressing their own home and school frustrations in angry and aggressive ways. And, some of these emotions have resulted in outright violence and student fatalities—even on campus.

In years past, schools have relied on families to teach their children positive interpersonal skills and non-violent approaches to conflict resolution. In recent years, however, this task has fallen on the schools. And although many educators feel that this is still the family's responsibility, they have no recourse but to address these issues because (a) more and more children are coming to school without these essential skills, and (b) these skills are prerequisites to learning and academic progress.

The foundation to an effective **School Safety and Effective Behavior Management Approach** is a systems approach that focuses on the organizational requirements and processes that result in effective building-wide prosocial behavior management and positive, skills-oriented student discipline procedures. The three primary components needed for any successful school discipline and behavior management system include: (a) the development of student and staff **skills** that result in students demonstrating prosocial interpersonal, problem-solving, and conflict resolution skills; (b) the development of teacher, grade-level, and building-wide **accountability** processes; and (c) the development of staff and administrative **consistency** patterns such that student behavior is reinforced and consequence in a constant fashion. Critically, these three components must involve activities at the (a) prevention, (b) intervention, and (c) crisis management levels.

Beyond this, an effective school safety and effective behavior management approach moves beyond student-focused and classroom-oriented concerns to include **analyses of "special situations"**-- building-wide behavioral situations involving problems that occur in a school's more-public areas or that occur because of the strong negative

influence of the peer group over individual student behavior. Often, special situations involve problems in such places as the school's cafeteria, hallways, buses, recess or playgrounds, or media centers or other "common" areas. Or, they involve difficulties, like fighting or harassment, where the peer group determines whether individual students are going to be accepted or supported for demonstrating appropriate behavior (e.g., like walking away from a fight) or be taunted or coerced into inappropriate behavior (i.e., fighting).

Next, an effective safe schools approach emphasizes the need for school districts and buildings to have **Prevention, Intervention, and Crisis Response** teams relative to overall school safety. These district- and building-level teams should involve administrators, staff, students, parents, and relevant community leaders; and they should develop plans and procedures to prevent and respond to potential or actual crisis situations. These situations might include: racial, multicultural, and diversity issues; school violence and weapons issues; drug and alcohol issues; tolerance and harassment issues; mental health, depression, and suicide issues; and life transitions and family crisis issues.

Finally, an effective school safety and effective behavior management approach has an outreach component that **involves the community and the home** in supporting and extending the school and district's prevention, intervention, and crisis preparation plans and activities. Within the community, the police, social service and community mental health agencies, government and juvenile justice personnel, the business and faith communities, and formal and informal neighborhood networks and associations all should be involved. Within the home, parents can support the school's school safety and discipline program, or they can be trained to actually adapt and implement parallel prosocial skill and behavior management approaches as part of their own, family-based discipline and behavior management procedures.

In summary, an effective **School Safety and Effective Behavior Management Approach** involves the following components as depicted in the diagram on the next page.

### **Teaching Students Prosocial Skills**

As noted above teachers and other educators need to have the skills to teach their students effective prosocial interpersonal, problem-solving, and conflict resolution skills. **Social skills are behaviors that students learn**—just like they learn academic skills. While we often focus on what we don't want our students to do ("don't fight," "don't talk back," "don't interrupt," "don't bother your brother"), social skills focus on the behaviors that we want our students to do. Significantly, when students perform the behaviors that we want, they rarely do the things that we don't want at the same time.



While there are hundreds of important social skills that we want our students to learn, social skills can be organized (loosely) into four skills areas: Survival skills, interpersonal skills, problem-solving skills, and conflict resolution skills. While some of these skills could be placed into two or more different areas depending on the situation, a suggested arrangement of some basic social skills might look like this:

Survival Skills are social skills that are prerequisite and used, directly or indirectly, by all of the other social skills in order for them to be performed successfully. Thus, these skills form the “foundation” for all other skills, and typically, many of them are taught first as students are growing up. Some basic Survival Social Skills are: Listening, Following Directions, Ignoring Distractions, Using Nice Talk, Using Brave Talk, Rewarding Yourself, and Evaluating Yourself.

Interpersonal Skills are social skills that help students to interact appropriately with siblings, peers, older and younger students, parents, teachers, and other adults such that they “get along with each other.” In essence, these are the skills that help us to build and maintain social relationships. Some basic Interpersonal Social Skills are: Sharing, Asking for Permission, Joining an Activity, Contributing to Discussions/ Answering Classroom Questions, How to Interrupt, How to Wait for your Turn, How to

Wait for an Adult's Attention, Beginning/Ending a Conversation, and Giving/Accepting a Compliment.

Problem-Solving Skills are social skills that help students to solve individual, interactive, or group (e.g., peer or classroom) problems. Some of these skills are important as they prevent problems from occurring, while others of these skills are important because they help students to respond to a problem so that it does not escalate into a conflict. Some basic Problem-Solving Social Skills are: Asking for Help, Apologizing, Accepting Consequences, Setting a Goal, Deciding What to Do, Avoiding Trouble, Understanding Your/Others' Feelings, and Responding to Failure.

Conflict Resolution Skills are social skills that help students to deal with significant emotions and emotional situations, and to resolve existing intrapersonal and interpersonal conflicts. Among the emotions that students experience and need to control are the following: anger, embarrassment, frustration, fear, anxiety, jealousy, sadness, impatience, and helplessness. Some basic Conflict Resolution Social Skills are: Dealing with Teasing, Dealing with Losing, Dealing with Anger, Walking Away from a Fight, Dealing with Accusations, Dealing with Being Left Out, Dealing with Peer Pressure, Dealing with Fear, and Dealing with Another's Anger.

Beyond these four skills areas, it is important to recognize that we are constantly repeating and reteaching many of the social skills above across the elementary to middle school to high school age span. In fact, while the "names" of many of these social skills do not change over time, the expectations for students' performance of them does change. This is because (a) students are able to handle increased behavioral expectations due to their development and maturation over time, (b) they are experiencing or confronting more complex, challenging, and variable situations as they get older; and because (c) we need to slowly help (i.e., teach) our students to advance to the "next behavioral level" every day, month, and year-- thereby increasing their knowledge and skill levels over time.

More concretely, we need to recognize that the expectations for any social skill differ for a five-year-old than for a ten-year-old than for a fifteen-year-old. As students get older, it is expected that they will be able to perform certain social skills more often, more quickly, for a longer period of time, more independently, and/or with a more appropriate level of self-control.

**Relative to teaching**, all effective social skills programs are comprised of two essential elements: (a) a core language or set of steps that can facilitate the conditioning of new behavior, and (b) a teaching process that uses a behavioral/social learning approach.

(a) The Stop & Think Social Skills Program (Knoff, 2001) is an evidence-based program that has been designated a national model prevention program through the U. S. Department of Health & Human Services (the Substance Abuse and Mental Health Services Administration), the U. S. Department of Justice (the Office of Juvenile

Justice and Delinquency Prevention), and a number of other national groups focused on prevention (e.g., the Collaborative for Academic and Social-Emotional Learning). The Stop & Think Program also is an Arkansas state adopted program that is the foundation to the positive behavioral self-management approach in its State Improvement Grant, funded through the U. S. Office of Special Education Programs (OSEP).

The Stop & Think Social Skills Program uses a universal five-step language “script” when teaching, reinforcing, or using any social skill.

The five steps are:

- Stop and Think!
- Are you going to make a Good Choice or Bad Choice?
- What are your Choices or Steps?
- Just Do It!
- Good Job!

The Stop and Think! step is designed to condition students to take the time necessary to calm down and think about how they want to handle a situation.

The Good Choice or Bad Choice? step gives students the opportunity to decide what kind of choice they want to make. Typically, teachers tell their students what positive outcome or reinforcement will result when they make a Good Choice. Conversely, teachers tell their students what negative outcome or consequence will occur if they make a Bad Choice.

The What are your Choices or Steps? step helps students to develop a specific plan or approach before implementing a social skill. It is important to note that, in order to be implemented successfully, some social skills (e.g., Listening, Following Directions) require a very specific sequence of steps (these are called “Step Skills”). Other social skills (e.g., Dealing with Teasing) have a number of good choice possibilities that help students to be successful (these are called “Choice Skills”). Regardless, this third step prompts students to think about the good choices that could possibly resolve a current or existing situation or the sequence of steps needed to exhibit a particular social skill. This third step also is the place where teachers teach a particular social skill’s specific steps or choices during a social skills training lesson.

Once students have identified the good choices or steps needed for a particular situation, and they are prepared to implement a specific social skill, the next step naturally follows.

Accordingly, the Just Do It! step occurs when students actually carry out their plan, implement the social skill chosen, and evaluate whether or not it has worked. With younger elementary school-aged students, teachers may need to repeat the skill steps as their students follow them, and they might even need to physically guide students through some skills. However, even with older students who are first practicing a new skill, it often helps when teachers repeat the skill steps out loud as they follow them.



Over time, students repeat the Stop & Think steps silently inside their heads and perform the skills more independently and automatically.

If the Just Do It! step works, students then are ready to go on to the last step. If a Step Skill doesn't work, students simply need to go back over the skill steps and practice them more carefully. If a Choice Skill doesn't work, students should be prompted to identify another possible social skill or to move to another good choice option. For example, if Ignoring does not stop a peer's distractions, then a student might decide to directly ask him or her to stop the distraction or to tell him or her how the distraction is making him feel. Once successful, it's on to the last step.

The Good Job! step prompts students to reinforce themselves for successfully using a social skill and successfully responding to a situation or request. This step is important because students do not always reinforce each other for making good choices and doing a good job, and thus, they need to learn how to self-reinforce. Indeed, over time, students need to learn how to recognize when they are successful and how to reinforce themselves for a job well done.

(b) The behavioral/social learning teaching process that most effective social skills training programs, like the Stop & Think Social Skills Program, use involves the following five components:

- Teaching the steps of the desired social skill.
- Modeling the steps and the social skills language (or script).
- Roleplaying the steps and the script with your students.
- Providing Performance Feedback to your students relative to how accurately they are verbalizing the skill script and how successfully they are behaviorally demonstrating the new skill.
- Applying the skill and its steps as much as possible during the day to reinforce the teaching over time, in different settings, with different people, and in different situations.

When Teaching the steps of a desired social skill, effective teachers use the core language of the particular social skills process being used. Given the example above, teachers would consistently use the five-steps already discussed:

- Stop and Think!
- Are you going to make a Good Choice or Bad Choice?
- What are your Choices or Steps?
- Just Do It!
- Good Job!

However, when they get to the third step, they teach their students the specific choices or steps for the skill they are focusing on.

When Modeling a social skill, teachers need to clearly verbalize the steps to a particular social skill while showing their students how to perform the actual behavior. Typically, this is done by having teachers re-create an actual classroom or school situation where the particular social skill is needed and can be demonstrated. For example, in modeling the Dealing with Teasing social skill, a teacher would have a student in front of the class who is “teasing” the teacher. The teacher would then “talk through” the steps of the Dealing with Teasing social skill while performing the appropriate behavior. Thus, during the teaching process, teachers tell their students how to perform a social skill behavior. During modeling, teachers show how to implement it in a simulated situation verbally and behaviorally.

After a teacher models a specific social skill, the students then are given opportunities to Roleplay or act out the social skill again re-creating situations that are both relevant to the classroom and to the social skill. The roleplays may be done with students in front of the class or in a group setting. Regardless, student roleplays again focus on them verbalizing the steps to the social skill being taught and behaviorally performing the corresponding behavior.

As an example, the following might be a script that a student would say out loud during a roleplay to demonstrate, and eventually learn, the Listening skill:

“Mrs. Jones is trying to explain this homework problem to me. She’s really trying to help me-- I really need to listen carefully. I need to Stop and Think. Am I going to Make a Good Choice or a Bad Choice? If I make a good choice, I’ll get this homework problem done and correct, and Mrs. Jones will be OK about helping me in the future. If I make a bad choice and don’t listen, Mrs. Jones won’t want to help me in the future. I think I’ll make a good choice. Now, What are my Steps so that I can show listening? I need to (a) Look right at Mrs. Jones, (b) Think about what she is saying, (c) Nod my head and ask a question if I need to, and (d) Say what I need to say. I’m ready to Just do it? Here I go. Good job! I did a great job of listening. Mrs. Jones seems to be happy that she is helping me and that I am listening carefully. And, I got the homework problem right. Great!

Here is an example of a script for the Following Directions skill:

“Mr. Alexander is asking me to help him pass out papers to all the cooperative learning groups. He needs me to follow his directions so that we can get this done quickly. I need to Stop and Think. Am I going to Make a Good Choice or a Bad Choice? If I make a good choice and follow his directions, Mr. Alexander will start depending on me more and more, and we can get right into this activity-- it looks pretty fun! If I make a bad choice and don’t follow his directions, Mr. Alexander probably won’t

use me to help him in the future, and the activity might drag into break time. What do I want to do? I'll make a good choice. Now, What are my Steps to Following Directions? I need to (a) Listen to his directions (he wants me to pass out the papers to each Group Leader), (b) Make sure I understand the direction (yep, I got it), (c) Repeat the direction to myself, and (d) Get ready to follow the direction. Am I ready to Just do it! Yes, here I go. . . Good job! I did a great job following the direction. The papers are out. Now, we're ready to start the activity. I was right-- this is a pretty cool assignment!

While students are roleplaying the new skill, teachers give them Performance Feedback. This feedback positively reinforces the students when they correctly (a) verbalizes the social skills steps, (b) demonstrate the appropriate skill or behavior, and (c) review their performance after the roleplay or practice session is over. This feedback also occurs when student roleplays are getting "off track" so that students only roleplay the correct steps to a particular social skill and demonstrate only the prosocial behavior.

After modeling and having students roleplay a new social skill with performance feedback, teachers then provide as many additional opportunities in the classroom for students to transfer the training of the skill and practice it to mastery. This occurs as teachers set up situations within which to practice the social skill, eventually using real situations that occur in the classroom to actually apply the skill. Immediately after teaching, modeling, and roleplaying a new social skill, teachers need to use the social skills that has been taught as much as possible from day-to-day, hour-to-hour, and minute-to-minute in the classroom. This means that they are alert to "teachable moments" when students can practice the social skill meaningfully and successfully. Over time, all of this teaching, practice, and application (transfer) helps students to understand the importance of using specific social skills, and helps them to master and use their prosocial skills more quickly and independently.

In summary:

When Modeling: Teachers need to make sure that students:

- have the prerequisite skills to be successful
- are taught using language that they can understand
- are taught in simple steps that ensure success
- hear the social skills script as you model the social skills behavior

When Practicing: Teachers need to make sure that students:

- verbalize (or repeat or hear) the steps to a particular social skill as they demonstrate its appropriate behavior

- practice only the positive or appropriate social skill behavior
- receive ongoing and consistent practice opportunities
- use relevant practice situations that simulate the “emotional” intensity of the real situations so that they can fully master the social skill and be able to demonstrate it under conditions of emotionality
- are expected to practice the skills at a developmental level that they can handle (see section on Child Development)

When Giving Feedback: Teachers need to make sure that the feedback is:

- specific and descriptive
- provided to reinforce your students’ successful use of the social skill steps and demonstration of the social skill behavior, or to correct an inaccurate or incomplete social skills steps or behavioral demonstration
- positive-- focusing on what was done well and what can be done well (or better) next time

When Reinforcing or Using the Skills after Practice: Teachers need to make sure that they reinforce students’ social skills steps and behavior when:

- students have successfully demonstrated an appropriate social skill
- students have made a “bad” choice, demonstrating an inappropriate social skill
- students are faced with a problem or situation that can be solved by using the appropriate social skill and script
- students must use the skill in situations that are different from those used when the skill was originally taught and practiced

**When implementing the social skills teaching process,** all teaching should be coordinated at the grade level. That is, the teachers at every grade level should coordinate as a team such that they are teaching the same social skill with the same social skill steps each month. In order to facilitate this, every grade level in the building should identify one “Social Skills Team Leader.” In general, these grade-level Social Skills Team Leaders will oversee the social skills process in a building by (a) generating enthusiasm and support for the social skills process throughout the building, (b) facilitating the implementation of the social skills process within the building, and (c) providing social skills mentoring and support for interested teachers.

With this in mind, and over time, the grade-level Social Skills Team Leaders will engage in the following tasks at the building level:

1. Model the use of social skills training for other grade-level or team members.
2. Provide support and encouragement to colleagues in order to increase the number of teachers implementing social skills training.

3. Track the implementation success of classroom-based social skills and address building-level discipline problems/issues that might be helped by the social skills process.
4. Serve as a communication link between the grade-levels and the building-based School Climate or Discipline Team (see below).

As one way to accomplish this, grade-level Social Skills Team Leaders will “convene” a grade-level meeting toward the end of each month where they will:

1. **Debrief** the social skills that were done during the current month, how the specific skill steps worked, and how the skills in general were received by the student.
2. **Prebrief** the social skills planned for the next month by: deciding if the students are ready to move to new social skills, what skills will be done next, what the specific teaching skills steps will be, and when the skills will be taught.
3. **Collect** a list of the social skill roleplays used by the grade level teachers during the last month to teach the social skills selected.
4. **Collect** a list of the ways that the grade level teachers helped their students to practice and apply the selected social skills during the last month in their classrooms.

## **Accountability**

Relative to Accountability, students need meaningful incentives and consequences to motivate them toward “good choices” and away from “bad choices,” respectively. Quite simply, sometimes students make “good choices” because they know they will be positively reinforced after making those choices. At other times, the same students make “good choices” to avoid the consequences that will occur because they have made a converse “bad choice.” Thus, students make “good choices” because they are either motivated toward incentives or motivated to avoid consequences.

Critically, both incentives and consequences must be developmentally appropriate for the age and maturation level of the student, and they should be used only to the degree needed for success. Meaningful incentives typically range from material or activity-oriented reinforcers to social or self-reinforcers. Moreover, many teachers are surprised that most students are motivated by “small” but more meaningful things-- time spent together reading, an art or other creative project, a book or game or computer activity that is both educational and fun. Regardless, while most students respond positively to tangible or overt incentives, teachers should pair these “extrinsic” reinforcers with “intrinsic” reinforcers (such as positive self-statements like: “Tell yourself you did a great job!” or “Give yourself a big pat on the back for making such a good choice”). As this occurs over time, students become more responsive to the social and intrinsic reinforcers and less dependent on the tangible reinforcers that sometimes get out of control as students expect them more and more. Eventually, the goal is to help students to be predominantly intrinsically- and self-motivated.

Consequences, meanwhile, should be used very carefully in the classroom or school. To facilitate their use, four “rules of thumb” are presented:

- First, every consequence experienced by a student should be off-set by three to five positive reinforcements. Both research and practice have shown that students learn and develop most favorably in environments that provide them three to five positive interactions for every negative interaction.
- Second, the mildest possible consequence needed to motivate a student's “good choice” should be used. Critically, as consequences get more negative or intense, some students need at least the same level of intensity in order for the consequences to maintain their “meaningfulness” over time. Unfortunately, this often results in a “death spiral” where teachers are continually increasing the punitiveness of their consequences in order to maintain a basic level of behavioral control.
- Third, consequences are not the same as punishment. Punishment is motivated to stop students' inappropriate behavior, while consequences focus on motivating appropriate behavior. Thus, effective consequences often directly relate to both the good and bad choices of the student. For example, the student who inappropriately interrupts a peer may have to wait an additional three minutes for the teacher's attention (the consequence), and then have to practice the How to Interrupt skill before the teacher actually attends to his request.
- Finally, fourth, consequences may not work immediately. If a student comes from a very inconsistent environment or developmental history, s/he may not believe that the teacher will actually follow-through with a stated consequence. Even when the teacher does follow-through the first or second time, the student may still be expecting (based on past history) the teacher to not follow-through the next time. Over time, however, as the teacher consistently follows through with appropriate consequences as needed, the student will realize that “bad choices” always result in consequences and that “good choices” are more fun. At this point, the teacher's consequences have become meaningful, the teacher's behavior has become predictable, and the student begins to respond with more prosocial behavior and more independent “good choices.”

Significantly, accountability is important only after a student has learned and mastered specific social skills. That is, without skills and skill mastery, accountability is meaningless. Thus, teachers must make sure their students have learned, practiced, and mastered the social skills they have chosen before using incentives or consequences to motivate their use. If incentives and consequences are applied before skills are mastered, students cannot successfully demonstrate them, and they will react

with frustration, anger, withdrawal, resistance, and eventually, non-compliance or non-responsiveness. This very serious emotional and behavioral response is called “learned helplessness,” and it is very difficult to reverse.

However, if incentives and consequences are used after social skills are well-taught and mastered, then students will use them effectively, making primarily “good choice” or prosocial decisions.

**On a more functional level**, schools and school staff need to create, formalize, and publicize accountability systems of meaningful student incentives and consequences organized at the building level, down to the grade level, down to the individual classroom level. More specifically, expected student behaviors should be identified with specific incentives tied to them. In addition, different “intensities” or levels of inappropriate student behaviors also should be identified connected with specific consequences.

At the same time, a primary implementation system or intervention approach often is needed. Relative to incentives, a “bank-book” system that teachers can use to reinforce prosocial behavior and that students can use to accumulate points for back-up reinforcers is very effective. Relative to consequences, an educative time-out process that responds to inappropriate behavior yet provides positive practice opportunities for “replacement” behaviors (the prosocial or appropriate behaviors that are the opposite of the behaviors that prompted the need for a time-out) has also shown great promise.

## **Consistency**

Consistency is more of a process than something that teachers explicitly teach (as in skills) or provide (as in incentives and consequences). Initially, consistency involves teachers’ consistent teaching of their social skills process, and their consistent use of classroom- and building-based incentives and consequences. That is, teachers need to teach, model, reinforce, apply, infuse, and transfer their social skills to and with their students in consistent ways across time, settings, and circumstances. Moreover, they need to follow-through consistently with incentives and consequences for appropriate and inappropriate behavior, respectively.

Critically, teachers cannot be 100% consistent across all students and all situations—that clearly is impossible to expect or maintain. But, teachers can be consistent at least 80% of the time—and reasonably consistent the other 20% of the time. If they are able to do this, they will be very successful within the Skills, Accountability, and Consistency context of this discipline and behavior management process.

Consistency also is important because students want their classrooms and schools to be structured and predictable, and they want to know that the rules and expectations for their behavior are dependable and fair. In addition, even though they sometimes resist them, students want to know the good and bad choices for specific situations, and they want incentives and consequences to be applied logically and equitably. Critically, without this consistency, students learn to distrust the rules, how they are applied, and

who applies them. And, as this inconsistency increases, students become unmotivated and unresponsive, and their behavior may become more unpredictable because they do not know what is expected of them.

Thus, related to rules, expectations, and consequences, teachers need to understand three things about consistency:

1. First, teachers need to follow-through with their incentives and consequences consistently when they use them to motivate students' appropriate behavior. For example, when teachers tell students that they will lose time from recess if they do not follow directions, they need to immediately follow-through with that consequence if the inappropriate behavior continues. Indeed, if teachers do not immediately follow through with their stated consequences, (a) students will not "trust" or give credence to the incentive and consequence system used by the teacher; (b) they will continue to behave inappropriately because they are allowed to "get away" with this behavior (at least until the teacher finally enforces the rules with consequences); (c) they might become angry when the teacher finally does enforce the rules; and, if the inconsistency increases, (d) the students might become unmotivated and unresponsive or confused and frustrated because they do not know what is expected of them.

Figuratively, if a teacher sets up boundaries, telling students that there will be consequences if they cross these boundaries, then the teacher needs to deliver the consequences if a student actually crosses over the line. If, instead, a teacher re-sets the boundary after a student's inappropriate behavior (i.e., s/he does not deliver the stated consequences and presents another consequence for additional inappropriate behavior), then s/he has reinforced the students' non-compliance and resistance while undermining his or her own accountability system.

2. Next, teachers need to maintain their consistency across students as well as within individual students. As suggested above, if teachers are inconsistent with individual students, they may reinforce or strengthen their inappropriate behavior over time, and they may undermine the impact of their accountability system. If teachers are inconsistent across students, then individual students may decide that the classroom incentive and consequence system is confusing (at best) or unfair (at worst). In addition, they may get angry and/or resistant with the system because they feel that (a) the teacher has "favorites" who do not have to comply with the expected behaviors or do not receive the same consequences for inappropriate behavior, or because (b) they are being treated differently than others.

3. Finally, teachers need to recognize that students have their own "histories of inconsistency" and that these histories influence how long they need to be consistent when implementing new interventions or programs designed to improve student behavior. Indeed, teachers need to implement new interventions past the student's history of past inconsistency.

Let's say, for example, that a teacher was working with a group of "difficult" students and introduced a new intervention every three weeks, because the students' inappropriate behavior did not change by the end of each three-week cycle. Over time,



these students will “learn” that they get a new intervention and, thus, a new “intervention time-clock” every three weeks when they resist an intervention for that long. In order to break this pattern or history of inconsistency, and to truly evaluate the efficacy of the next intervention, the teacher described above would have to maintain his/her next intervention at least four weeks, optimally for five weeks, and ideally for at least six weeks. In doing this, the students would eventually recognize (a) that there will be no new interventions, (b) that the teacher is going to implement the new intervention appropriately and consistently, and (c) that their behavior will determine the positive or negative outcomes of the intervention.

The “good news” in all of this is that the impact of inconsistency on students’ behavior can be reversed. The “bad news” is that the longer a student has experienced inconsistency, the longer the teacher and other adults in that student’s life need to maintain a consistent, behavioral environment.

**On a more functional level**, schools and school staff facilitate consistency—across the school, at specific grade levels, and in individual classrooms—by discussing and agreeing upon the expected behaviors for their students, the different intensities levels of inappropriate student behavior, and the incentives and consequences, respectively, connected to each. The resulting matrix, then, becomes a blueprint that helps teachers to maintain a high degree of consistency in how they reinforce and/or respond to appropriate and inappropriate student behavior. In addition, ongoing faculty discussions that debrief different behavioral situations with students add another dimension of consistency as past experience can help prevent or prepare for future responsiveness.

### **Special Situation Analyses: Analyzing Building-Wide Behavioral Situations**

Using the skills/accountability/consistency components as a foundation, it is often necessary to analyze building-wide behavioral situations using an approach that is both ecological and functional. Typical examples of the situations involved include problems in the cafeteria, in the hallways, on the bus, out at recess or on the playground, or in the media center or other “common” areas. Recognizing that the problems that occur in these public areas involve the students **but are not completely due to or solved through interventions only with these students**, schools need to utilize a “Special Situations Analysis” process to help link the assessment of these situations to high probability of success interventions. This process involves the following domains: (a) Student Characteristics, Issues, and Factors; (b) Teacher/Staff Characteristics, Issues, and Factors; (c) Environmental Characteristics, Issues, and Factors-- Physical Plant and Logistics; (d) Incentives and Consequences; and (e) Resources. These are briefly described below.

**Student Characteristics, Issues, and Factors.** An assessment of the targeted or selected problem situation in this domain involves (a) looking at what specific students are doing to contribute to the problem and completing a functional assessment of their relevant interactions; (b) identifying the existence of other groups of students and their relevance or potential relevance to the problem situation or its possible resolution; (c) analyzing the strengths and weaknesses of the different groups of students and their

skills and abilities, beliefs or expectations, and motivation or resistance relative to the problem situation; and (d) evaluating other situational issues or factors that, again, contribute to the problem or to its possible resolution. In essence here, an assessment in this domain involves a functional situation analysis, an appraisal of the problem students and their assets and deficits relative to the problem, and an evaluation of non-problematic students in the setting and how/why they are different from the problem students.

**Teacher/Staff Characteristics, Issues, and Factors.** An assessment of the targeted or selected problem situation in this domain involves (a) looking at what teachers and/or staff are doing to contribute to the problem and completing a functional assessment of their relevant interactions; (b) identifying the existence of other groups of teachers and/or staff and how they are being impacted, directly or indirectly, by the problem; (c) identifying the existence of other groups of teachers and/or staff and their potential to help solve the problem; (d) analyzing the strengths and weaknesses of the different groups of teachers and/or staff and their skills and abilities, beliefs or expectations, and motivation or resistance relative to the problem situation; and (e) evaluating other situational issues or factors that, again, contribute to the problem or to its possible resolution. In essence here, an assessment in this domain involves a continuation of the functional situation analysis, if it was begun relative to the students as above, and an appraisal of the teachers and/or other staff and their assets and deficits relative to the problem.

**Environmental Characteristics, Issues, and Factors-- Physical Plant and Logistics.** The assessment process here investigates characteristics and conditions in the environment(s) specific to the targeted or selected problem situation that are contributing to or causing different facets of the problem. Depending on the environment, this assessment could involve analyses (a) of the physical plant (e.g., the cafeteria, playground, hallways), (b) of how students and others move into and out of the physical plant, (c) of organization and logistics (e.g., circumstances related to the time of the day, what grade level of students are where, the speed that students must respond to situations), (d) of student-staff ratios, (e) of past history (e.g., students' attributions to a setting where a traumatic event has occurred, students' over-generalization of past behavior to a specific-- but changed-- environment), or (f) of other related and relevant factors. Once again, this assessment must be integrated into those of the students and teachers/staff above as many problem situations have interdependent circumstances that crystallize together to create "the problem."

**Incentives and Consequences.** Assessment here involves analyzing the incentives and consequences for the individuals in **and related to** the targeted or selected problem situation relative to the problem, its resolution, or its non-resolution. In most circumstances, the individuals in the situation will be students and teachers and/or staff. Those related to the situation might include administrators, the union, parents, or others. Relative to the problem, the analyses must identify the incentives and/or consequences that are present or absent such that the problem students are either motivated to perform or not dissuaded from their "problem behavior." At the same time, analyzes are needed to determine the incentives and/or consequences that are motivating students, teachers, staff, and others to solve the problem or **not to solve** the problem. That is,

some students might not be motivated to decrease their bullying behavior because they will then be teased or bullied themselves by other students. Some teachers might not be motivated to solve a problem because they would receive no “credit” for doing so, or because to do so might undercut the staff’s desire for more support personnel. Critically, in some situations, there are **no** incentives or consequences **at all**. Sometimes, this is the element that is missing from the “special situation,” and the introduction of incentives and consequences provides the accountability needed to solve the problem.

**Resources.** For a school, resources often include time, money, materials (e.g., books, videos, equipment), people, space, and ideas or creativity or motivation. Like incentives and consequences, assessment here involves analyzing the resources (a) available in the problem setting (e.g., the cafeteria, on the buses, for after-school programs), and/or in the larger school environment; and (b) whether they are being used effectively, ineffectively, or not at all. In addition to this, other resources that are outside of the school (e.g., in the community, in the students’ homes) should be considered. Critically, it is often these unconsidered or unused that may leverage a problem situation toward a reasonable resolution.

To summarize, most analyses of special situations require three to five meetings of building-level staff-- whether in a large-group or representative group format, or a combination of the two. To be most effective, the Special Situation Analysis should follow a problem-solving process where school staff (a) identify the problem situation, (b) functionally analyze the reasons why the problem is occurring through the five domains above, (c) develop and implement strategic interventions to address the problem, and (d) evaluate the effectiveness of the interventions relative to the target behaviors and/or situations identified. In the end, if this ecological process is followed, and intervention is linked with strategic assessment, most special situations can be solved both for the short-term and the long-term.

Special Situation Analyses are most effectively coordinated by a building-level **School Discipline or School Climate Team**. The membership of this team should include the grade-level Social Skills Team Leaders, and other leaders representing the building’s Student Services Team (school psychologist, social worker, school counselor), “special” class teachers (i.e., art, music, physical education, media), special education teachers, paraprofessionals or teacher assistants, and support personnel (i.e., secretarial, cafeteria, custodial, and/or bus drivers). All of these individuals, **and the Building Principal**, together form the **School Discipline or School Climate Team**.

In addition to Special Situation Analyses, this Team should meet monthly and also do or monitor the following things:

- a. Collect the lists of social skills that will be taught at each grade level during the next month putting them together on a Master Calendar that can be sent to all of the special teachers (and relevant others) for their information and use.

- b. Discuss how the social skills are working at the grade levels and across the building.
- c. Discuss ways to continue using the social skills language and process continuously across the building by all staff and with all students.
- d. Identify the existence of any building-level “special situations” and complete the needed “special situations analyses” and subsequent interventions.
- e. Help to develop, implement, and periodically review the classroom-, grade-level, and building-wide accountability system that identifies expected student behavior (with corresponding incentives) and different levels of inappropriate student behavior (with corresponding consequences).
- f. Help to create a climate that helps staff to feel comfortable and competent with the social skills and (later) the time-out process and that encourages and reinforces the consistent use of the social skills and accountability systems developed.
- g. Monitor the data management system that is tracking the outcomes and success of the program at student, teacher, grade, and building levels. Included here can be building-wide celebrations for staff and students who have made continuous “Good Choices.”
- h. Determine the need for additional social skills, time out, or behavioral intervention training for the school staff.
- i. Track the use of the social skills process by secretaries, aides, cafeteria workers, custodians, etc.; the need for “booster training” with these groups; and the ways to continue encouraging their appropriate use of the Stop & Think language and process.
- j. Begin to develop building-level Prevention, Intervention, and Crisis Response plans and processes (see below).
- k. Involve students, parents, community agencies and programs, and other community leaders in a collaborative effort that supports all of the goals above and that extends the Project’s training and implementation to home and community.

## Crisis Prevention, Intervention, and Response

Schools and school districts need to prepare for at least two types of crisis situations—those that are student-oriented and those that are event-oriented. Student-oriented crises involve individual students who demonstrate significant levels of internalizing (e.g., depression or suicide) or externalizing (e.g., anger or aggression) behavior. Event-oriented crises involve situations (e.g., weather-related, school shootings) that impact large numbers of students and/or staff.

**Prevention relative to student-oriented crises** begins with the skill, accountability, and consistency components discussed earlier. Here, schools are trying to prevent students from experiencing serious internalizing or externalizing difficulties by (a) teaching them the interpersonal, problem solving, and conflict resolution skills needed for success; (b) motivating students to use these skills through meaningful incentives and consequences; and (c) maintaining a level of consistency such that students learn that the accountability system will be implemented in predictable ways such that their use of appropriate prosocial skills will be rewarded. Given an effective discipline and behavior management system coordinating these three components, 90 to 93% of most schools' students will demonstrate appropriate behavior.

For the remaining 7% of the students, schools need to have a strategic planning process (typically through a child study, pupil personnel, or school discipline committee) that identifies and implements additional, more intensive interventions that hopefully help to resolve the students' persistent problems or patterns of behavior. Many of these interventions involve more sophisticated behavioral modification or therapy interventions, but they may also include curricular, medical, group contingency, or family-oriented interventions. School systems, therefore, need to have multidisciplinary personnel with the expertise to analyze difficult students' behavior, to design interventions that are implemented with treatment integrity, and to evaluate the impact of the interventions both formatively and summatively.

Finally, within the 7% group of students, there is often a subset of students (the "3% students") who are the most resistant of all to both prevention and intervention strategies. These students are often "in crisis" so often that immediate and very intensive interventions are necessary just to maintain some level of stability and control. While typically being served in special education or alternative settings, these students require integrated home-school-and-community-based services that sometimes require a 24-hour continuum of care. Given all of these service delivery components, schools again need highly trained individuals who can implement these intensive and sometimes complex interventions programs, as well as district-level training and support relative to the coordination of these programs both within the school and out into the students' homes and community. These "crisis-response" approaches must be available, at times, on a moment's notice, and they must be effective in order to potentially decrease their need (i.e., the student's need) over time.

The importance of **prevention relative to event-oriented crises** is more evident given the events that have occurred in our schools over the past two to three years than ever before. In order to plan for event-oriented crises and to maximize school safety,

school districts and buildings need to have **Crisis Prevention, Intervention, and Response** plans and response teams. However, while the inclination, at the present time, might be to focus on school violence and the prevention of guns or other weapons on campus, more broad-based attention is needed in this area so that other issues are included in the planning process. Among these issues are: racial, multicultural, and diversity issues; school violence and weapons issues; drug and alcohol issues; tolerance and harassment issues; mental health, depression, and suicide issues; and life transitions and family crisis issues. In addition, crisis planning must include those circumstances related to weather and other natural disasters; student, staff, or community leader accidents or deaths; or other political, community, or public event circumstances (e.g., community protests, riots, or civil disobedience events).

Planning in this component typically involves collaboration with (a) relevant agencies and entities within the community-at-large (e.g., community and/or governmental leaders, the police and other law or safety enforcement personnel, social service and other crisis response agencies), (b) school district personnel, and (c) school building personnel. That is, crisis planning needs to entail community, district, and individual school building plans. Moreover, planning needs to specifically focus on prevention separate from intervention separate from crisis response.

**Crisis prevention** involves analyses of how and why different crises might occur and the steps that should be taken to prevent these crises from actually occurring. In doing this, the different issues and crisis situations noted above should be considered from at least two perspectives. The first perspective is a primary prevention perspective. This perspective looks at all students and what things can be done to “protect” all of them from possible crises-at-hand. For example, relative to racial intolerance, the school district and then its individual schools need to decide what preventive programs are needed to teach and reinforce tolerance in all students. Relative to student violence, the school district and then individual schools need to decide (a) what skills to teach students so that they have the capacity to resolve conflicts in prosocial ways, (b) what incentives and consequences are needed to motivate students toward the use of these skills, (c) how to maintain staff and student consistency in reinforcing these conflict resolution approaches, and (d) what special situation approaches are needed to transfer this entire “package” from student to classroom to entire school.

Crisis prevention here also involves planning such that, for example, (a) local law and emergency enforcement agencies have drawn-to-scale maps or blueprints of all district schools with emergency exit routes identified and “safety zones” marked; (b) crisis manuals have been written and crisis teams have been identified and trained so that they are ready for deployment at a moment’s notice; (c) every school has created, implemented, and practiced emergency signals and situational responses with all students, staff, and community emergency response personnel; and (d) “early warning” procedures and networks have been developed so that students have a safe and confidential, yet effective, way to alert school personnel of impending or potential crisis situations.

The second perspective is a secondary prevention perspective. Here, the district needs to identify and analyze students, buildings, or events and situations that have experienced crises in the past and are at-risk for a reoccurrence. Once the analyses are completed, the goal is to implement strategic activities or programs that prevent these high probability crises from reoccurring and that identify and prevent similar students, buildings, and events with similar characteristics from experiencing their own crises. Relative to this latter point, a district or school might identify specific students who are at-risk of individual, peer, or large-scale violence and (a) bring them to the School Discipline Committee for discussion; (b) extend the discussion to include law enforcement and other community service agencies in order to put together a strategic prevention/intervention plan; (c) reach out to their parents with assistance or recommendations; and/or (d) involve the students themselves (see above) in intensive intervention. Or, for events that have already occurred, schools and school districts need to evaluate and debrief the reasons for the crisis and the “quality” of the crisis response to see what can be done to prevent similar events from reoccurring in the future. And, for groups of students or schools, in other settings, with characteristics that put them similarly at-risk for crisis events, preventive steps must be taken.

**Crisis intervention** involves the design, training, practice, and implementation of school building procedures that need to occur when a crisis is in progress. For example, if there is a student fight, staff should be fully trained in how to sound a “fight alert,” how to decide whether to break up the fight or wait for additional adult support, how to manage the “fight scene”— including ways to control and disempower an agitating peer group that is escalating the fight or fight atmosphere, how to actually break up the fight, and how to debrief all of the involved parties such that needed levels of response, explanation, and resolution occurs. For weapons-related events, staff and students need to know how to respond, where to go, what to do and when, and how to react and interact with each other so that student and staff panic and harm is minimized and cooperation and positive resolution is maximized.

Crisis intervention planning often involves multiple professional groups that must collaborate together. These groups include administrators, teachers, mental health support staff, school resource or security officers, district public information officers, and community police, emergency, and crisis-related professionals. Planning also should involve organizing the optimal crisis response (a) within the first ten minutes of the “event” (which hopefully aborts or minimizes the impact of the event; (b) within the next twenty minutes (when the most students and staff can be evacuated and/or “saved”); (c) within the next thirty minutes (before the crisis has a chance to become a more long-term or indelible event); and (e) thereafter (when the crisis response might need to be more invasive or profound). Finally, planning should involve a multi-faceted “decision tree” approach whereby different responses are prepared for different scenarios that operationalize different crises with different levels of intensity.

Relative to training and practice, the use of “crisis drills” should be considered such that crisis plans are actually “field tested” and “performance approved.” At the very least, crisis drills should involve the adults and crisis professionals who are most likely to lead the crisis intervention. At times, the crisis drills also should involve the students—but care must be taken here to ensure that they are not overly stressed or

frightened by the drill or the focus of the drill (i.e., the crisis) itself. Here is one place where the mental health team should be consulted. Finally, it is critical that the crisis intervention or response not depend on one or a small subset of people. For example, if the crisis response is to be coordinated only by the school's principal, what happens if the principal is one of the first victims? Crisis drills, then, should prepare a wide variety of individuals to perform multiple roles in the crisis response process so that a "redundant safety net" is available in the event that certain people are unavailable during an actual crisis.

**Crisis response** or management involves the short- and long-term activities that occur after the crisis-proper is over and "resolved." As such, crisis management addresses the people directly and indirectly impacted by the crisis along a time dimension that extends at least one year or more after the event itself. Initially, crisis management focuses on ways to debrief the individuals impacted by the crisis. This "debriefing" extends from (a) providing information that the crisis is over, that people are now secure and safe, and what individuals need to do to maintain their safety and move toward more "normal" circumstances; to (b) an accounting of victims and how their (or their families') needs are being met; to (c) an opportunity to begin the "psychological" or emotional resolution of the crisis event and its meaning to individuals and groups of people. This debriefing also extends from (a) people who witnessed or were directly impacted by the crisis to (b) those who were indirectly impacted (e.g., family members, staff) to (c) those who were involved in responding to the crisis and/or caring for those directly or indirectly impacted by its effects to (d) those impacted either vicariously or due to their proximity to the crisis scene, setting, or community. Eventually, the debriefing gives way to a healing process that often moves from shock to disbelief to fear to anger to loss to questioning "why" to resolution. And, finally, the management process needs to prepare for victim anniversaries, crisis anniversaries, "flashbacks," and historical memories or memorials.

Once again, crisis management planning should involve a wide assortment of professionals both within and outside of the school. And, this planning should be ready to prepare the "next generation" of caregivers who were not in the community when the crisis event actually occurred, but who are in the community now and who need to help those still progressing through the healing process.

## **Community and Family Outreach**

Finally, as noted earlier, an effective discipline, behavior management, and school safety approach has an outreach component that involves the community and the home in supporting and extending the school and district's prevention (i.e., skills, accountability, and consistency "triad"), intervention (e.g., special situations analyses), and crisis prevention, intervention, and management plans and activities. Within the community, this outreach involves the police, social service and community mental health agencies, government and juvenile justice personnel, the business and faith communities, and the formal and informal neighborhood networks and associations. Within the home, outreach activities help to nurture parents' support of the school's school safety and discipline program, and they may involve parent training so that they



can adapt and implement parallel prosocial skill and behavior management approaches as part of their own, family-based discipline and behavior management procedures.

Relative to community and/or family outreach, six major steps or processes are needed: awareness, support, training, application, partnering, and regeneration. While the sequence of these processes is fluid and some of their activities do overlap, they do generally follow in the order presented above. Briefly:

Awareness occurs as school personnel reach out to the community and parents, providing information on the discipline, behavior management, and safety programs and activities in the schools. Including elements similar to a “public relations campaign,” awareness helps to create foundation of support for the programs and activities in question, and it builds a communication and motivation link to the next step.

Support occurs as community-based individuals and parents not only personally endorse a school district’s, for example, discipline, behavior management, and safety program but also verbalize this support to others. Relative to parents, the most helpful element here is the support that they communicate to their children that reinforces how important it is for them to participate in their school’s discipline and safety activities.

Training occurs as parents and individuals in the community move beyond support by participating in formal sessions that extend their knowledge and develop their skills in areas used in the schools. For example, training might include teaching parents the social skills, accountability, and consistency approaches used in the schools so that they can apply them at home. Or, it might involve community agencies learning how to complete special situation analyses that can complement those in the schools, resulting in more comprehensive and coordinated safety activities.

Application occurs when community personnel and parents are able to apply and adapt their training to new or different situations and circumstances that occur in their particular settings. At this point, the “whole becomes greater than the sum of its parts” as the influence of the school’s programs and approaches are now transferred across time, people, settings, circumstances, and events. This generalization is particularly powerful in convincing students that appropriate and prosocial behavior transcends the school grounds— that it is behavior that is needed and expected across all settings.

Partnering occurs when school, community, and family members begin to coordinate the planning, development, and implementation of discipline, behavior management, and safety programs and activities such that a true strategic planning and “systems” perspective results. At this point, everyone is communicating both efficiently and effectively, cooperation has been fueled by commitment such that true collaboration is evident, and celebrations are becoming more and more prevalent because more pervasive and substantive success has been realized.

Finally, regeneration occurs when everyone in the partnering process recognizes the importance both of (a) periodically “recharging” everyone’s “batteries” so that momentum is not lost and energy is not depleted, and (b) recruiting “new blood” so that the outreach, strategic planning, and systems-oriented processes are not diminished by

the loss of individuals who leave the community or “move on” in other ways. Regeneration is also important because it ensures that innovative and new ideas and improvements are available. And, regeneration is critical because it reinforces the importance of not taking community and family involvement for granted. Indeed, the next generation of parents is the current generation of students.

## Summary

In order to best operationalize this blueprint, school systems need to identify and evaluate the various people, teams, programs, and collaborative efforts currently in place that contribute to each of the six components (see the organizational chart below). Then, they should evaluate the needs of their students, staff, buildings, parents, and communities and identify the “service or program gaps.” Finally, they should strategically plan ways to bridge these gaps such that an integrated and effective discipline, behavior management, and school safety system results.

This paper has presented a blueprint toward effective school discipline, behavior management, and school safety. In doing this, it has tried to focus on positive, proactive, preventive approaches to this area, while realistically recognizing and addressing situations that involve very needy students and very serious and dangerous crises. Everything suggested in this discussion must be adapted and tailored to the individual needs and resources of specific schools and school districts. At the same time, there are some common themes, common threads, and common practices.

Mark Twain once said, “If all you have is a hammer, everything looks like a nail.” Critically, in the context of discipline, behavior management, and school safety, all of us need to recognize that not only do we have more than hammers available to us; through strategic planning and the development of effective practices, we have large and multi-faceted toolboxes.

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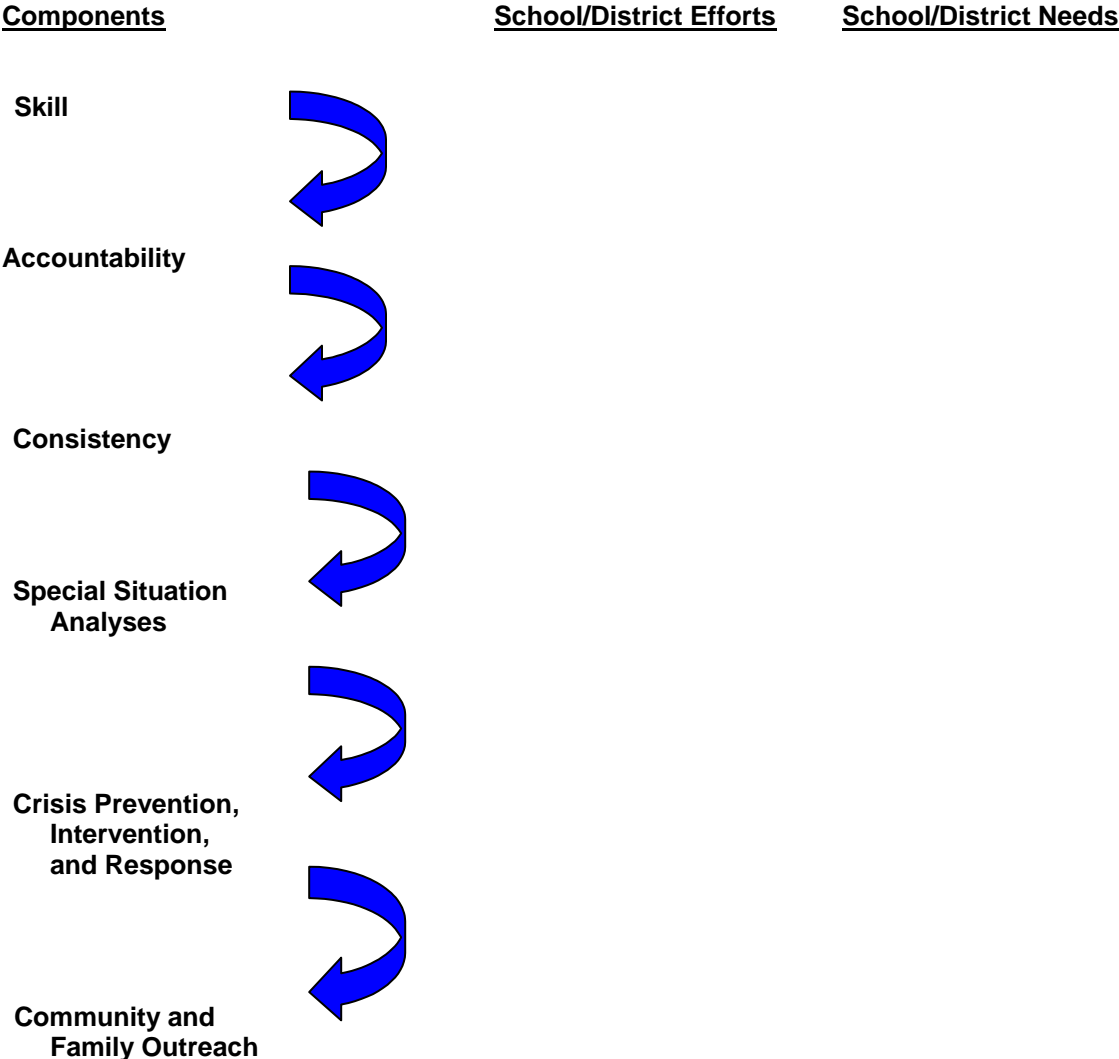
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An Organizational Blueprint to Evaluate a School or District's Discipline, Behavior Management, and School Safety Approaches



# About the Author

**Howard M. Knoff, Ph.D.** is the creator and Director of Project ACHIEVE. After 22 years as a university professor, he is now a full-time national consultant, author, and lecturer; and also the Director of the State Improvement Grant for the Arkansas Department of Education—Special Education Unit. Formerly a Professor of School Psychology at the University of South Florida (Tampa, FL) for 18 years and Director of its School Psychology Program for 12 years, Dr. Knoff was also the creator and Director of the Institute for School Reform, Integrated Services, and Child Mental Health and Educational Policy at USF. He also was an Assistant Professor of School Psychology at the State University of New York at Albany between 1981 and 1985, and a practicing school psychologist for four years prior to that.

Dr. Knoff received his Ph.D. degree from Syracuse University in 1980, and has worked as a practitioner, consultant, licensed private psychologist, and university professor since 1978. Known for his research and writing in organizational change and school reform, consultation and intervention processes, social skills and behavior management training, personality assessment, and professional issues, Dr. Knoff has published more than 75 articles or book chapters and delivered over 500 papers or workshops nationally—including the **Stop & Think Social Skills Program (Preschool through Middle School editions)** available through Sopris West Educational Services (Phone: 800-547-6747; Web: [www.sopriswest.com](http://www.sopriswest.com)).

Dr. Knoff was a recipient of the Lightner Witmer Award from the American Psychological Association's School Psychology Division in 1989 for early career contributions. During his career, through a number of collegial collaborations, he has been awarded over \$10 million in external grants—including a foundation grant from the Metropolitan Life Foundation, and seven grants from the U.S. Department of Education (primarily from the Office of Special Education Programs). Dr. Knoff was the 21st President of the National Association of School Psychologists which now represents over 25,000 school psychologists nationwide. He has received numerous awards for his professional service and his work through Project ACHIEVE.

As Director of Project ACHIEVE, a nationally-known school effectiveness/school improvement program that has been designated a National Model Prevention Program by the U. S. Department of Health & Human Service's Substance Abuse and Mental Health Services Administration (SAMHSA), Dr. Knoff has trained over 1,500 schools or school districts over a 15 year period. He is constantly sought out for his in-service presentations and his on-site consultation and technical assistance expertise in school improvement, the integration of general and special education services, implementing Positive Behavioral Support Systems, and school-based mental health systems.

As Director of the Arkansas State Improvement Grant (SIG), a five-year \$1.7 million per year grant from the U. S. Department of Education, Office of Special Education Programs, he helps to oversee the primary SIG goals of: statewide implementation of Project ACHIEVE's Positive Behavioral Self-Management approach; literacy interventions for at-risk, underachieving, and students with disabilities; and special education and related service personnel recruitment, training, and retention.

Dr. Knoff is a Fellow of the American Psychological Association, a Nationally Certified School Psychologist through the National Association of School Psychologists, a Licensed Psychologist in Arkansas, and he has been trained in both crisis intervention and mediation processes.

Relative to his national work in school reform and related areas, Knoff was a national trainer and member of the National Association of School Psychologist' in-service cadre participating in the Associations of Service Providers Implementing IDEA Reforms in Education network (ASPIIRE) through the Office of Special Education Programs (OSEP) in the U. S. Department of Education. He also was a Committee Member in OSEP's five year strategic planning process—working on the Positive Behavioral Support and School-Wide Discipline work group—during the Fall of 2000. In addition, Knoff completed a three-year OSEP-funded dissemination grant for Project ACHIEVE where he worked on-site in the Baltimore City (MD) School District, Cleveland Heights/University Heights (OH) School District, and the Hillsborough County (Tampa, FL) School District.

Relative to school safety issues, Dr. Knoff was on the writing team that helped produce Early Warning, Timely Response: A Guide to Safe Schools, the document commissioned by the President that was sent to every school in the country in the Fall of 1998; and he participated in a review capacity on the follow-up document, Safeguarding our Children: An Action Guide. In addition, Dr. Knoff was invited to discuss both Project ACHIEVE and its safe schools component at the "National IDEA Summit," sponsored by OSEP and held in Washington, DC in June, 2001. He also has discussed Project ACHIEVE at such national meetings as: (a) the 1999 Improving America's Schools Conference "Creating Safe Schools and Healthy Students Institute," sponsored by the U. S. Department of Education in Tampa, FL in October, 1999; (b) the Safe and Effective Schools for ALL Children: What Works! A National Teleconference sponsored by the U. S. Departments of Education and Justice and the Center for Effective Collaboration and Practice at the American Institutes for Research in Washington, D. C. in September, 1999; (c) the National Education Association's Safe Schools Summit in Los Angeles in April, 1995; and (d) the National Education Goals Panel/National Association of Pupil Personnel Service Organization's "Safe Schools, Safe Communities" meeting in October, 1994. Dr. Knoff has been a featured speaker at numerous national and state conventions across the country; he provides frequent interviews in all areas of the media; and he was highlighted on an ABC News' 20/20 program on "Being Teased, Taunted, and Bullied" on April 28th, 1995.

Finally, from a consultation perspective, Dr. Knoff has worked with over 1,500 schools or school districts across the country as an organizational consultant or a technical consultant relative to the district- or building-based implementation of Project ACHIEVE or one of its seven components. He has also consulted with such agencies as the Department of Defense Dependents School District (DoDDs), the Southern Poverty Law Center, a number of state departments of education—including the Alaska State Department of Education, and a number of legal advocacy firms relative to expert testimony on cases related to student rights and assurances. In 1991, Dr. Knoff went to Germany, as lead on a contract with DoDDs during Desert Storm, to help evaluate the U.S. school system there relative to its preparation to respond to mental health and other issues due to the Gulf War. All told, Dr. Knoff is constantly sought after for his expertise in a wide variety of school, psychological, and other professional issues.

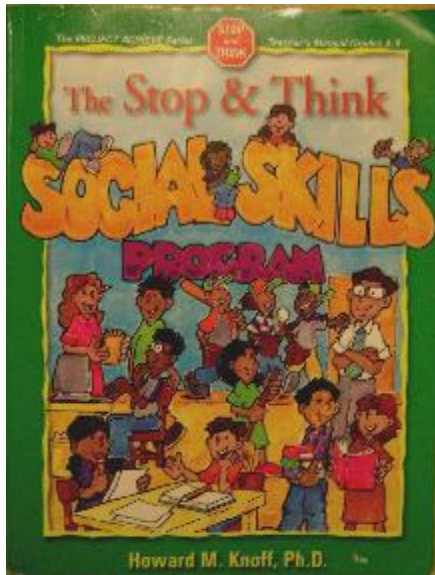
# The Stop & Think Social Skills Program for Schools

## ***EVIDENCE BASED through:***

*U.S. Department of Health & Human Services (SAMHSA)*

*U.S. Department of Justice (OJJDP)*

*Collaborative for Social, Emotional, and Academic Learning (CASEL)*



## **The Stop & Think Social Skills Program**

**Pre-K through Grade 1**

**Grades 2 and 3**

**Grades 4 and 5**

**Grades 6 through 8**

The nationally-acclaimed, evidence-based **Stop and Think Social Skills Program** has been implemented in over 1,500 schools nationwide since 1990.

**One of the TOP,  
MOST POPULAR  
Social Skills  
Programs in the  
Country!!!**

Focused on teaching students interpersonal, problem-solving, and conflict resolution skills, the four **Stop & Think** levels ensure that all skills are taught in a developmentally-sensitive and appropriate way. Each level concentrates on 10 Core and 10 Advanced Skills. These are practical skills that help students to manage their own behavior and successfully interact with others: Listening, Following Directions, Asking for Help, Ignoring Distractions, Accepting Consequences, Apologizing, Dealing with Teasing, Handling Peer Pressure, How to Set Goals.



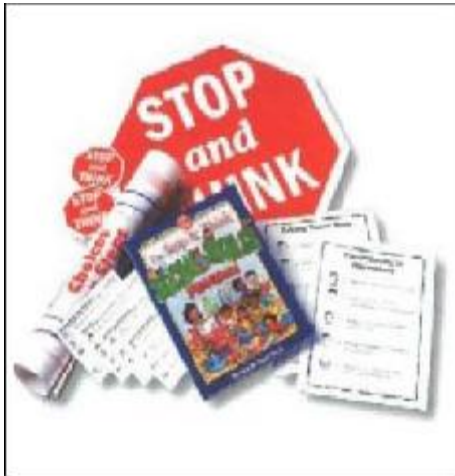
## **Stop & Think:**

- \* **Stop Signs**
  - \* **Posters**
  - \* **Stickers**
  - \* **Pencils**
  - \* **Notepads**
  - \* **T-Shirts**
- and other support materials**

The **Stop & Think Social Skills** kit comes with everything that a teacher needs to implement the program--Manual, Reproducible Forms, Posters, Cue Cards, and Stop & Think signs to remind students to use their social skills. An essential part of every teacher's classroom management program, the **Stop & Think Program** has demonstrated its ability to decrease discipline referrals to the Office, increase positive classroom interactions, and help students and teachers to be more productive and successful.

## **ALSO ARE AVAILABLE!**

Order Information: [www.sopriswest.com](http://www.sopriswest.com)  
800-547-6747

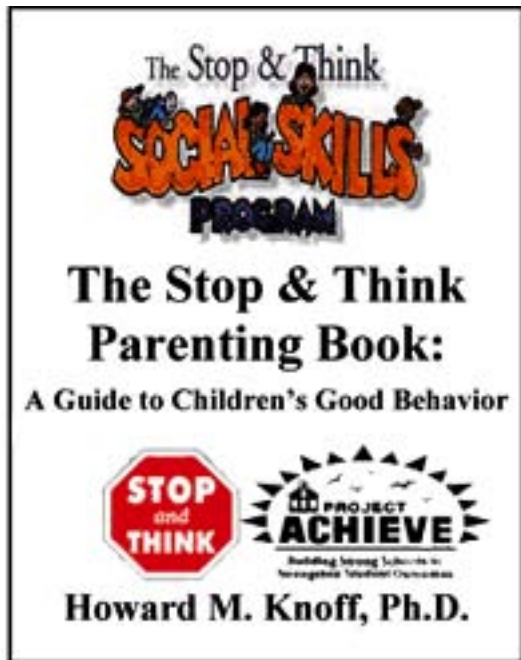


The **Stop & Think Social Skill Program's** INSTRUCTIONAL PACKAGE consists of a:

- Teacher's Manual written in a user-friendly fashion
- Reproducible Forms Book with almost 200 pages of skill steps, calendars, lesson plan forms, and teaching tools that all are reproducible
- 25 sets of 20 Cue Cards each that present the behavioral steps for the 10 core and 10 advanced skills at each developmental level
- 25 small Stop and Think stop signs
- 5 large posters that show each of the five steps of the Stop and Think teaching language
- One large Stop and Think stop sign

Complete instructional packages are available, **as are additional sets of cue cards, signs, posters, T-shirt, stickers, pencils, and other support materials.**

# The Stop & Think Social Skills Program: Parents/Home



The Stop & Think Parenting Book and DVD

## ***NEW !!!***

### **The Stop & Think Parenting Book and DVD: A Guide to Children's Good Behavior**

**The Stop and Think Parenting Book: A Guide to Children's Good Behavior** is based on the nationally-acclaimed and evidence-based Stop & Think Social Skills Program. Accompanied by its 75 minute demonstration DVD, this program teaches parents how to teach their children the interpersonal, problem solving, and conflict resolution skills that will help them succeed in all settings.

Focusing on the preschool to late elementary school age span, the **Stop & Think Parenting Book** helps teach children over 20 important behavioral skills—Listening, Following Directions, How to Interrupt, Accepting Consequences and Apologizing, Dealing with Teasing, How to Handle Peer Pressure—and how to use them in real life.

(approx. 175 pages; DVD included)

\$59.95 plus \$6.95 shipping/handling  
(Credit Cards accepted)

FOR ORDER INFORMATION: 501-312-1418 OR On-Line:  
[www.projectachieve.info/productsandresources/thestopthinksocialskillsprogramparentshome.htm](http://www.projectachieve.info/productsandresources/thestopthinksocialskillsprogramparentshome.htm)

## **The Stop & Think Parenting Book and DVD: A Guide to Children's Good Behavior**

In today's world, it is more difficult than ever for parents to raise healthy and well-disciplined children. Every day, children experience confusing, mixed, and dangerous messages. They observe questionable role models, both in their real lives and in the media. And, they feel the constant pressure to "follow the leader" so that they will be accepted by their peers. In the midst of all of this, parents still need to be their children's primary "teachers". . . and yet, many parents are calling for help.

**The Stop and Think Parenting Book: A Guide to Children's Good Behavior** is based on the nationally-acclaimed and evidence-based Stop & Think Social Skills Program. Accompanied by its 75 minute demonstration DVD, this program teaches parents how to teach their children the interpersonal, problem solving, and conflict resolution skills that will help them succeed in all settings. Focusing on the preschool to late elementary school age span, the **Stop & Think Parenting Book** helps teach children over 20 important behavioral skills—Listening, Following Directions, How to Interrupt, Accepting Consequences and Apologizing, Dealing with Teasing, How to Handle Peer Pressure—and how to use them in real life.

The Demonstration DVD has nine segments showing real parents with their own children using a number of critical Stop & Think social skills for common home situations—turning off the TV to do homework, dealing with losing, sibling rivalry, going to bed at night, interrupting when you are on the phone. These segments are completely connected to the Parenting Book (icons in the book tell parents when to watch specific segments), and they include important teaching tips, parent interviews, suggestion to help your child to "Make a Good Choice."

Complete with a sample teaching Calendar, Social Skill Cue Cards, easy to follow Parenting Points, and other important resources, **The Stop and Think Parenting Book: A Guide to Children's Good Behavior** has been successfully used in homes across the country. It also has been used by counselors, social workers, and psychologists as they lead parenting classes in school, agency, and private practice settings.

**The Stop and Think Parenting Book: A Guide to Children's Good Behavior** is written in easy-to-understand language, and in a step-by-step format that helps parents to truly succeed with their children. And when children are successful at home, their success at school and in other settings usually follows ! !

# ORDER FORM

## The Stop & Think Parent Book: *A Guide to Children's Good Behavior (2005)*

By Howard M. Knoff, Ph.D  
Director, Project ACHIEVE  
49 Woodberry Road  
Little Rock, AR 72212  
501-312-1484  
knoffprojectachieve@earthlink.net

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*(Approximately 175 pages accompanied by a  
75 minute demonstration DVD)*

**Price: \$59.95 (plus Shipping/Handling)**

Name:

Address:

City:

Item:	Number Ordered:	Amount:	Total:
The Stop & Think Parent Book: A Guide to Good Behavior		\$59.95 ea.	
Shipping/Handling		\$ 6.95 ea.	
Grand Total (Check Enclosed):			\$ _____

# ADDITIONAL STOP & THINK RESOURCES

## The Stop & Think Songbook

This new (2007) CD has FIFTEEN lively and engaging original songs that are based on the skill steps of the most important Stop & Think social skills at the preschool through Grade 1 levels. Designed to reinforce the Stop & Think approach, these memorable songs help children to learn the steps to each social skill in a fun and exciting way. Complete with a children's chorus and talented assortment of musicians, this CD is the perfect way to begin your "Circle Time" at school or to put your children to bed at night. Your children will love this CD! ! !  
Approx. \$25.00



## TO ORDER EITHER PRODUCT— GO TO THE FOLLOWING WEBSITE:

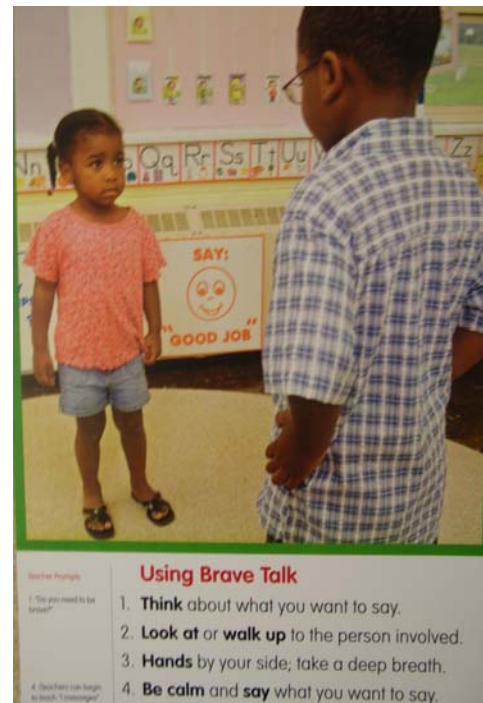
[www.projectachieve.info/productsandresources/  
stopthinkpreschoolproducts.html](http://www.projectachieve.info/productsandresources/stopthinkpreschoolproducts.html)

## The Core Knowledge Social Skills Posters

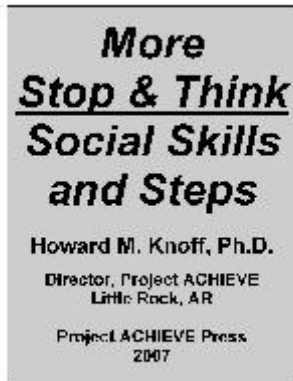
These FOURTEEN new FULL COLOR posters show pictures of children modeling the fourteen different Stop & Think social skills at the preschool through Grade 1 levels. Complete with the specific steps needed to teach each skill, these posters are printed on durable, coated card stock for years of use in your classroom or home.

**As an added BONUS:** The back of each poster has the lyrics to the corresponding song on The Stop & Think Songbook CD. This way, both teachers and parents can teach children their Stop & Think social skills while singing along with the CD.

The Core Knowledge Social Skill Posters can be used with EITHER the Stop & Think Social Skills Program (for school) or the Stop & Think Parenting Book (for home). Your children will really "connect" with these pictures ! ! ! This will help them to learn their Stop & Think social skills just that much faster!  
Approx. \$35.00



# Project ACHIEVE Press Products

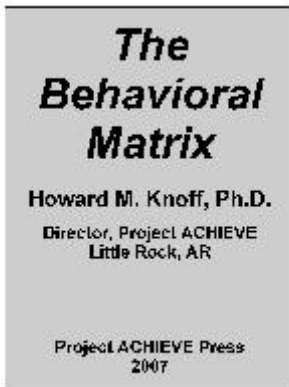


## More Stop & Think Social Skills and Steps

## Comprehensive Project ACHIEVE Technical Assistance Documents Now Available! ! !

Over the years, Project ACHIEVE has integrated research and practice to develop, field-test, and demonstrate the effectiveness a number of practical strategies and interventions to help schools, staff, and students be more successful. These innovative approaches include:

\*\* Additional and more streamlined Stop & Think social skills in the Preschool to Kindergarten area and as related to **Classroom and Building Routines** from preschool through Middle School



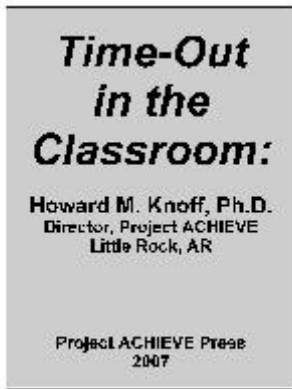
## The Behavioral Matrix

\*\* How to develop a document that delineates school-wide **Behavioral Expectations and Standards** (called "The Behavioral Matrix") that help staff respond consistently to inappropriate student behavior

## To Order:

Call: 501-312-1484 or go  
On-Line:

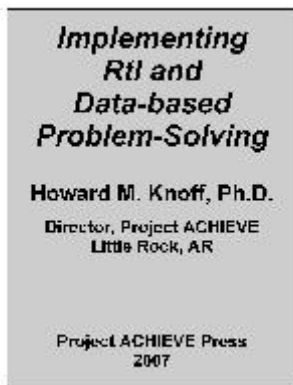
[www.projectachieve.info/productsandresources/projectachievepublicationscitations.html](http://www.projectachieve.info/productsandresources/projectachievepublicationscitations.html)



## Time-Out in the Classroom

\*\* How to consistently use **Classroom Time-Out** in the most effective way--where everyone at the grade-level and across a school is using the same approach

### Time-Out in the Classroom



\*\* How to develop and implement effective **Response-to-Intervention** procedures and practices, and how to integrate **Data-based/ Functional Assessment, Problem-Solving, and Strategic Intervention** into the Rtl process

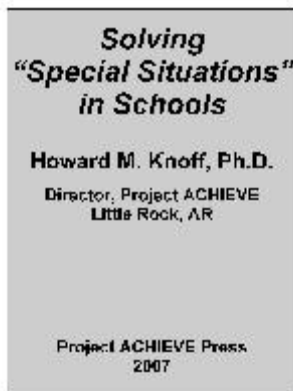
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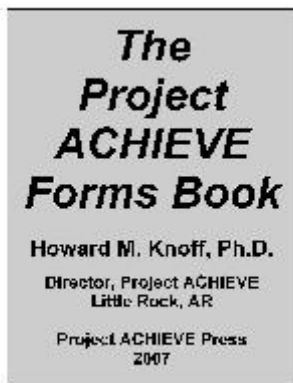
[www.projectachieve.info/productsandresources/projectachievepublicationscitations.html](http://www.projectachieve.info/productsandresources/projectachievepublicationscitations.html)

### Implementing Rtl and Data-based Problem-Solving



## Solving "Special Situations" in the Schools

\*\* How to analyze and change problems in the Common Areas of a school and that relate to Teasing, Taunting, Bullying, Harassment, and Fighting by using Project ACHIEVE's **"Special Situation Analysis" process**



In addition, we have synthesized **ALL of the Project ACHIEVE Surveys, Questionnaires, and Forms** into a reproducible forms book that we are now making available--whether you are a Project ACHIEVE school or not. These materials help you to implement different parts of Project ACHIEVE's seven interdependent components-- from strategic planning to effective classroom instruction and behavior management to evaluation and accountability.

## **The Project ACHIEVE Forms Book**

## **To Order:**

Call: 501-312-1484 or go  
On-Line:

[www.projectachieve.info/productsandresources/projectachievepublicationscitations.html](http://www.projectachieve.info/productsandresources/projectachievepublicationscitations.html)



**For Project ACHIEVE or Stop & Think  
Training Information, or Additional  
Project ACHIEVE Press Publications**

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Little Rock, AR 72212

Phone: 501-312-1484  
FAX: 501-312-1493

E-mail: [knoffprojectachieve@earthlink.net](mailto:knoffprojectachieve@earthlink.net)  
Website: [www.projectachieve.info](http://www.projectachieve.info)

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Phone: 800-547-6747