

STAY POSITIVE · A lot of praise • 4 or 5 to 1 (positive to consequence). • Be specific Notice change / improvement Consequence appropriately · Deters behavior · Is right sized Makes individual uncomfortable (pain). · This is counterintuitive. Amygdala v. frontal lobe.

POINT SHEETS

Need a middle ground for partial compliance and encouraging future.

Inaction or mildly inappropriate results in no movement.

GOLDEN RULES

- If it's a rule, it's written.
 - School handbook = BIBLE
 - Everyone believes in the written word.
 - All parties follow / live by it.
- If it's written, it's enforced.
 - Consistent & uniform application.
- · If it's not enforced, erase it!
 - Use tools that work in the NOW.
 - Save dreaming for new realities.

- - Predictable for youth.

WE TEACH BEHAVIOR

- 3-5 Foundational Building blocks.
 - Be respectful, be responsible, be ready to learn.

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- $\bullet \ \ Respect, integrity, honesty, compassion, kindness, gratefulness, determination,\\$ reliable, trustworthy, responsibility, cooperative, encouraging, considerate, fair, brave, gentle, calm, confident, humble, polite, hard-working.
- Teach Empathy
- Role Playing

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• Create Parent Connections

BEHAVIOR LEVELS

• Start from the bottom ...

· Always "earning."

· Starts at zero.

• 0 - 1 - 2 - 3?

• Action is always positive to start.

• When in doubt . . . Shoot high.

· Daily, hourly, minutely motivation.

• Space for comments (4 to 1).

· Allow students to handle when applicable.

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- First level in naturally as restrictive as it can be
 - Want youth to naturally feel uncomfortable
- · Promotes achievement
- Middle level is the bell curve.
- Highest requires less monitoring and intervention. (self-directed)
 - Moving towards less restrictive environment
- Increasing time and difficulty to progress.
 - 5 / 10 / 20 days.
 - 80 / 90 / 95 percent of points.

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BONUS PTS / TOKENS / BANK

- Be sure to motivate the good kids.
 - · Increases desired behaviors by highlighting and rewarding.
- · Bonus points
 - · Separate from level percentage.
 - Are awarded in scale with regular points. (10-20% more)
- - Physical items used in raffle type reward for all levels.
- - · Points can be accumulated for tangible items.
 - Teaches saving. Rewards / promotes high level kids.

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PENALTIES, INTERVENTION, REENTRY

- · Consequences have to be explicit.
 - 2 3 strikes.
- Levels of outside intervention have to be predictable and consistent.
- TA, counselor, interventionist, therapist, social worker, principal.
- · What are the steps?
 - · ABCA: antecedent (mood), behavior, consequence (empathy), alternative
- · When student is removed, a conflict cycle is started.
 - Mediation is necessary to disrupt / end the cycle of conflict.
 - Trust the team approach.
 - · Praise staff publicly; critique privately.

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SCHOOL STORE / HOT LUNCH

- Items have to motivate (give kids say).
 - · Gift cards & hygiene. (limit candy)
 - Buy bad assignment back. (limit 1-2 per class)
 - · End of week reward.
 - Gym time, movie w/ popcorn, video games, field trips.
 - · Non-participants have to work on something meaningful.
- · Hot lunch items:
 - Low level = 1-2 per week, Mid level = 1 per day, High level = multiple per day.
 - · Semi-healthy, sugar free.
- · Hit up the food pantry.
- No Sharing!!!

1/2 BACK / FREEZE / DROP

- If students have a successful reentry, is there a positive for time remaining?
 - ½ back on points.
 - · Restorative Justice.
- If behavior is egregious or repeated, is consequence in place?
 - · Loss of days, level freeze, level drop.
- Does the level of intervention or consequence have an impact?
 - · Are negative reinforcers uncomfortable for student?
 - · Does student have positive goals worth working for?

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ADDRESSING MISBEHAVIOR

- Rely on Rapport
 - Kids will mimic behavior of people they trust / admire.
 - · Give them some grace.
- Redirection
 - Naming negative behavior.
 - Explaining expectation.
- Rationale
- Have a teaching interaction that connects with students goals.
- Explain choices with consequences.

OUR WORK IS NEVER DONE

- All programs need to be adaptable to clientele and climate.
 - Weekly staff meetings.
 - Start with praise.
 - Personnel · Post cards
 - · Who are our "frequent flyers?"
 - · How do WE adapt to change them?
 - · What needs changing?
- Who's responsible for proposal, preparation & piloting?
- · When can we roll it out?

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