


# School-Wide Positive Behavior Intervention Supports (PBIS): Behavior Management & Discipline System with the “Stop & Think” Social Skills Program



Highland View Elementary School  
PTA Presentation  
November 3, 2009



# Agenda:

- **Overview of PBIS at HVES:** background, positive expectations, discipline policy  
*Sherri Pfaff, Music Teacher*
  - **Eagle Awards system**  
*Jackie Martins, Grade 3 Teacher*
- **“Stop & Think” Social Skills program**  
*Jennifer Jones, School Counselor*
- **Consequences:** “Traffic Light” system and Home/School Reports  
*Alberta Jones, Grade 5 Teacher*



# Types of Skills Taught by “Stop & Think” (Examples):

## SOCIAL SKILLS

- **Survival Skills**: listening, following directions, ignoring distractions
- **Problem Solving**: expressing the need for help, apologizing, accepting consequences, predicting



# Types of Skills Taught by “Stop & Think” (Examples):

## SOCIAL SKILLS (continued)

- Interpersonal communication: using nice talk, how to begin and end a conversation, giving and accepting a compliment, how to ask permission
- Conflict resolution: how to handle teasing, walking away from fighting, dealing with fear, dealing with another person's anger, dealing with losing, understanding yours and others' feelings <sup>4</sup>



# Types of Skills Taught by “Stop & Think” (Examples):

## Classroom & Building Routine Skills:

Positive Expectations – “Basic 3” Rules

- Take care of yourself, others, & our school: in classroom, bathroom, recess, cafeteria, hallway, and bus  
-entering a classroom, lining up, walking in the halls, getting food in the cafeteria

# The *Stop & Think* Social Skills Language (also see handouts)

## ■ Five-step language

### #1: “I need to Stop and Think.”

- Gives time to calm down and think about how they want to handle a situation



## #2: “I am going to make a good choice.”

- Gives students the opportunity to decide what kind of choice they want to make
- Positive outcomes or reinforcements and negative outcomes or consequences are shared with the student (good vs. bad choice)

**GOOD CHOICE**



### #3: “What are my choices?”

- Helps students to develop a specific plan or approach.
- 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.



## #4: “Just do it.”

- Occurs when students actually carry out their plan, do the steps or the social skill, and evaluate whether or not it has worked. If not successful, the student needs to go back through the choices and practice them or identify other better choices.



## #5: “Good job!”

- Prompts students to reinforce themselves for successfully using a social skill and successfully responding to a situation or request.





# “Stop & Think” Steps

- “I need to Stop and Think.”
- “I am going to make a good choice.”
- “What are my choices?”  
(skill set steps here)
- “Just do it.”
- “Good job!”



# “Stop and Think” Social Skills

## Universal Language when talking with a Student

- 1) “ \_\_\_\_\_, you need to **Stop and Think.**”
- 2) “You need to make a **good choice.**”
- 3) “What are your (good) **choices?**”  
[Tell/guide your student here using a specific set of steps]
- 4) “All right, now let me see you **Just Do It.**”
- 5) “**Good job!** Pat yourself on the back and tell yourself you did a good job.”



## October: “Show me listening.”

- 1) Eyes – Look at the person who is talking.
- 2) Hands – Put your hands in your lap (on your table or by your side) and get into the listening position.
- 3) Feet – Put your feet on the floor (or cross your legs on the carpet).
- 4) Mouth – Make sure your mouth is closed and quiet.
- 5) Ears – Hear what is being said to you.



# November: “Following directions.”

- 1) **Listen** to the direction.
- 2) **Ask** a question if needed or if you don't understand.
- 3) **Repeat** the direction out loud or to yourself.
- 4) Get ready to **follow** the direction.



# Consequences: “Traffic Light” System

The staff designed and implemented behavior consequences which are blended into a school-wide discipline matrix.

HVES uses a “Traffic Light” System.

This system has 3 levels of offenses with clearly defined consequences. These are determined by the staff resulting in **school wide consistency and accountability.**



# Traffic Light for “Stop & Think”

**#1: Reminder = left side of GREEN**

“Stop & Think” – hand signal or verbal

**#2: Reminder = right side of GREEN**

“\_\_\_\_\_, you need to Stop & Think and make a good choice.”

**#3: Warning = left side of YELLOW**

“Student Conference” using framework

“Stop & Think” language steps 1-5

**#4: Warning = right side of YELLOW**

“Time Out” / loss of privilege

**#5: Consequence = left side of RED**

“School Report” & Discipline Log

**#6: Consequence = right side of RED**

“Home Report” – signed & returned



Questions?