

**Keynote**

# **Managing Problem Behavior in Schools: A Balance between Systems and Technology**

Presented by  
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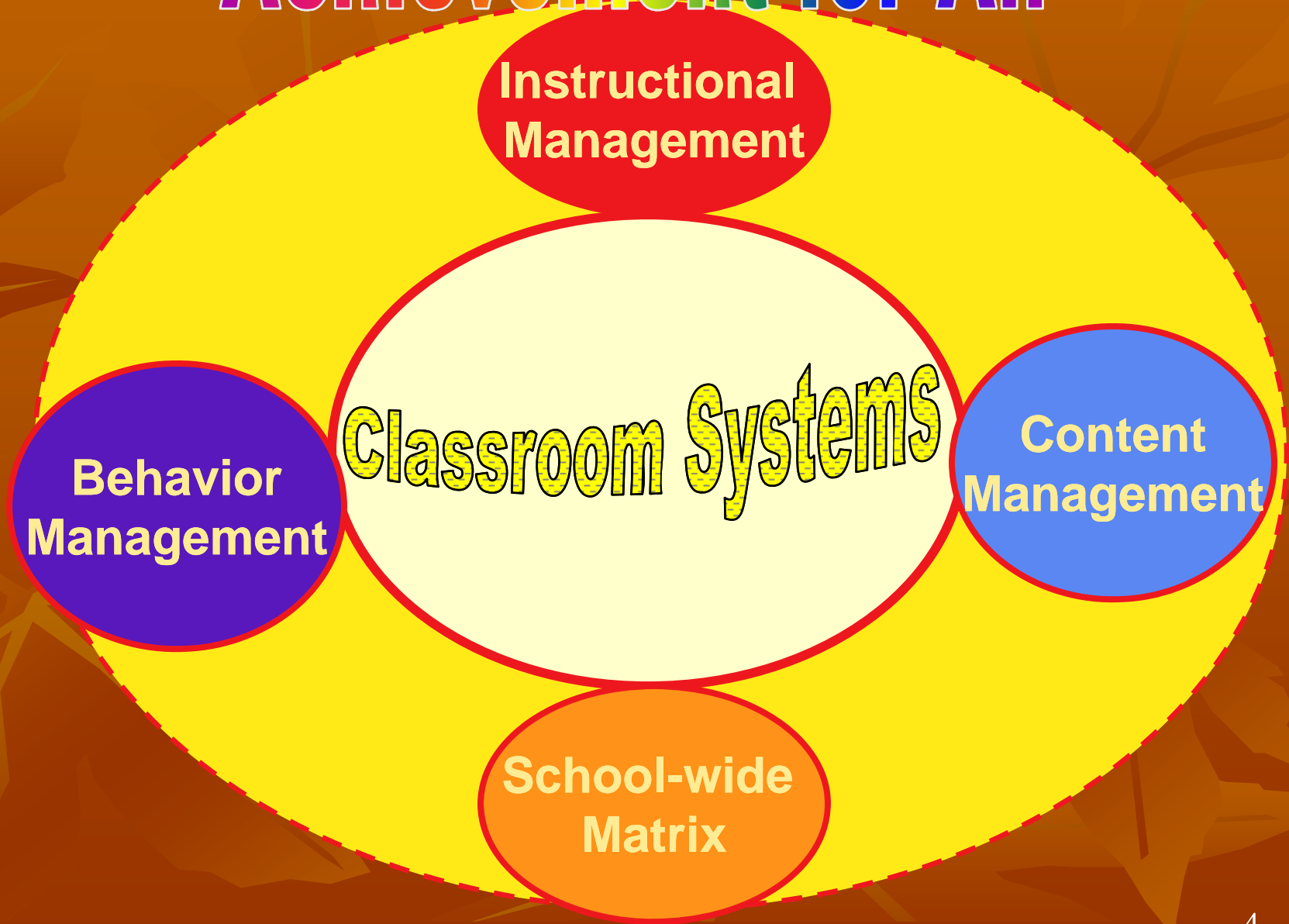
# Overview

1. Student Achievement
2. Proactive School-Wide Discipline System
3. Behavior Management Technology
4. Concluding References/Resources
5. Contact information

# Academic Underachievement & Problem Behavior: A Case of the Chicken and the Egg OR....



# Achievement for All



# Critical Question

What does it take to  
improve  
student achievement



# Emerging Model

Significant Study: Learning First Alliance

*Beyond Islands of Excellence: What Districts do  
to Improve Instruction and Achievement  
Schools*

~Togneri & Anderson, 2003~



# Emergence of New School Model



# Learning First Report

- This report showed that five high poverty school districts significantly raised student achievement by focusing on district wide strategies to improve instruction.
- For example, in one district in 1994, 65 percent of African American students met minimum expectations compared with 84% of white students, by 2002 the percent of African American students meeting minimum requirements had risen to 94% compared to 96% whites.
- [www.learningfirst.org](http://www.learningfirst.org)

# Emerging model

Two Key Variables For Improving School Achievement:

1. Developing a supportive infrastructure at district level
2. Addressing effective instruction

**“The total (direct and indirect) effects of leadership on student learning account for about a quarter of the total school effects” (p.5)**

**THE WALLACE FOUNDATION (2004)**  
**[www.wallacefoundation.org](http://www.wallacefoundation.org)**

# Critical Components Supporting Instruction

1. A vision focused on student learning and instructional improvement.
2. System wide curricula that:
  - connect to state standards,
  - are coherent across grade levels
  - provide teachers with clear expectations what to teach

3. A multimeasure accountability system and system wide use of data to:

- Inform instructional practices
- Hold schools accountable for results
- Monitor progress

4. A new approach to professional development designed as a coherent approach to improving instruction

The background of the slide is a solid dark brown color with a pattern of lighter brown, semi-transparent autumn leaves scattered across it. The leaves vary in size and orientation, creating a textured, organic feel.

5. Instructional leadership distributed across stakeholders.

6. Strategic allocation of financial and human resources.

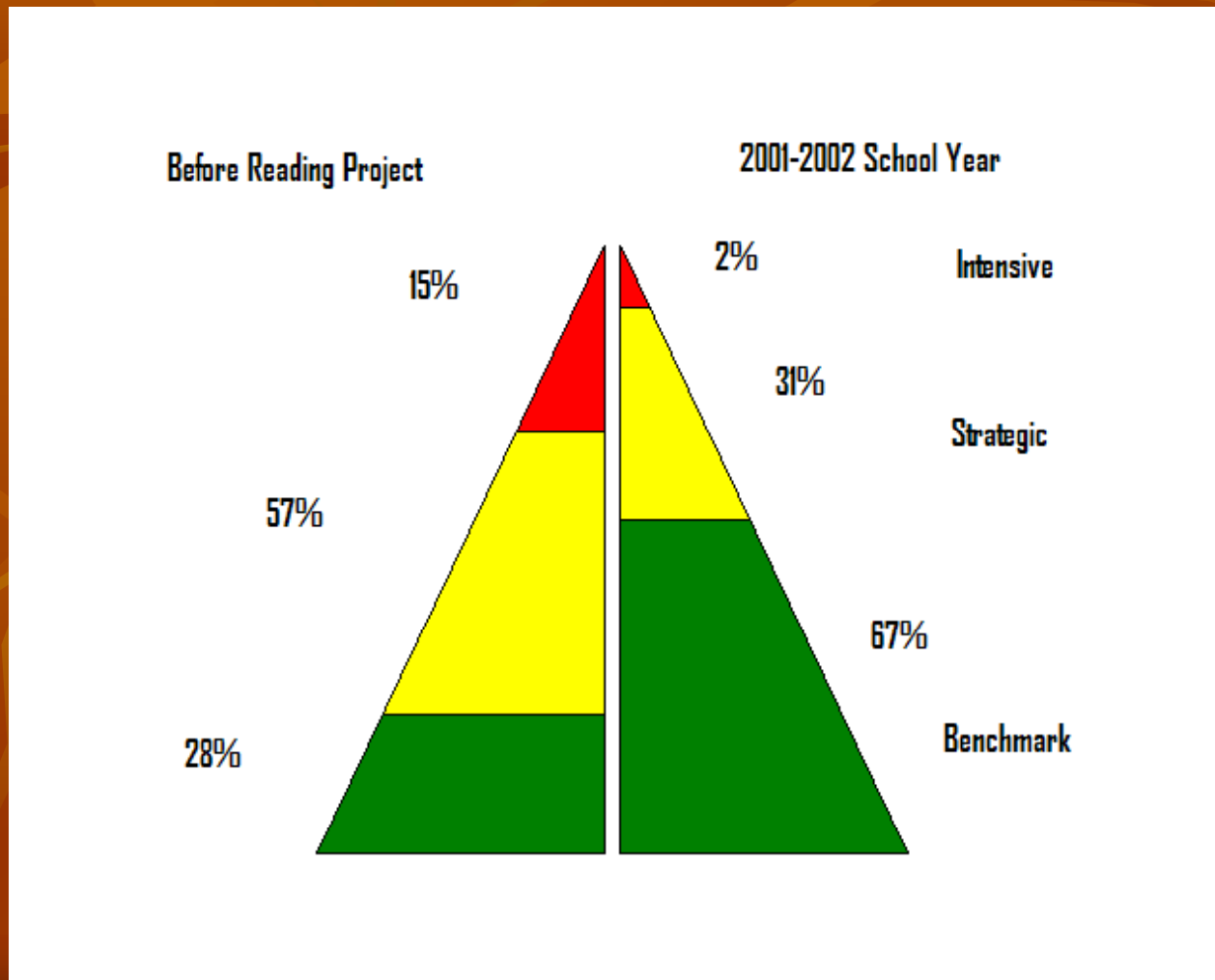
7. Use of high-quality research to inform decision making and practice.



# Bethel Reading Project

April 28, 2004

# Distribution of Students



# District Wide

- Prior to District-Wide Implementation of reading, referrals to Special Education ~15%
- After reading implementation referrals to special education past two years average 4-6%.

# Perspectives

## Pro-Active Approach

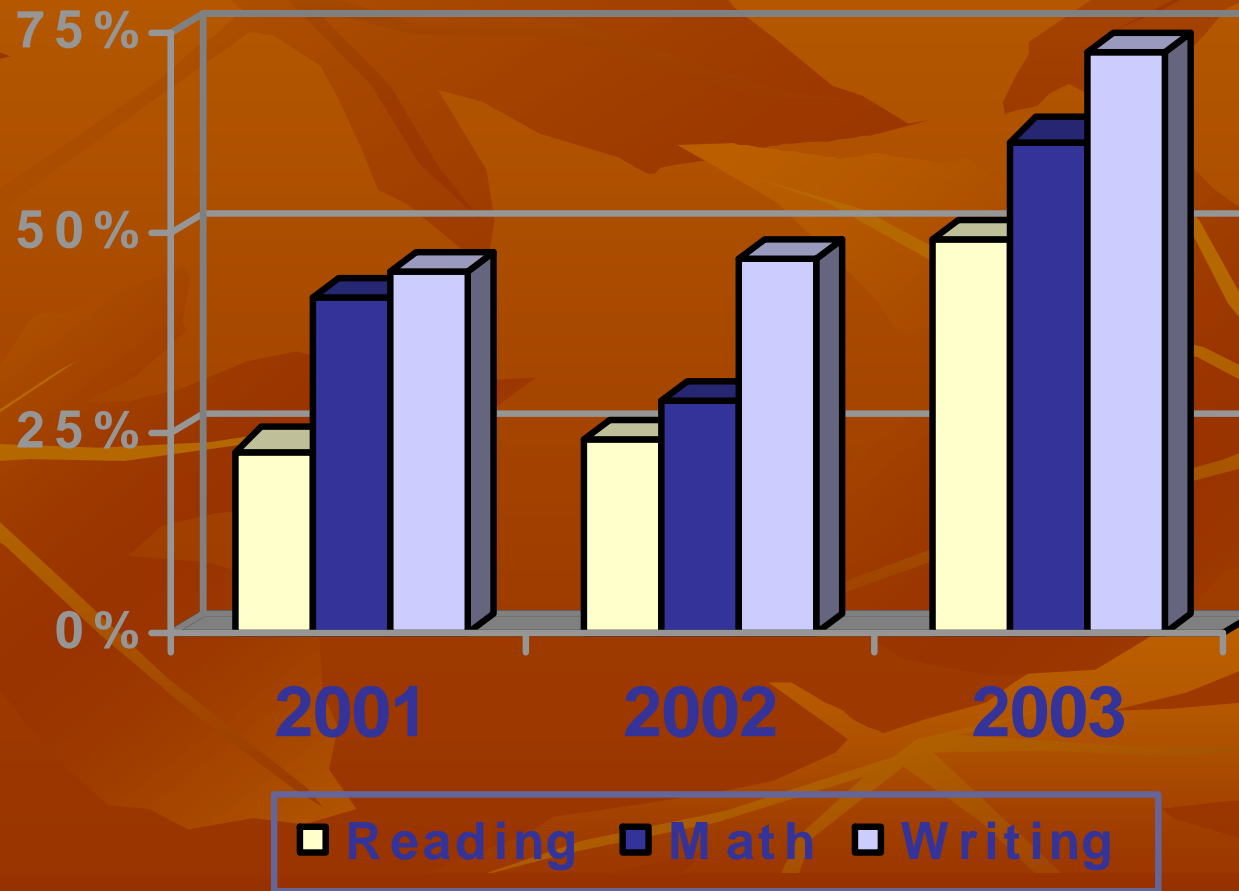
- Historically, school discipline has utilized a punitive or reactive approach
- In contrast, this model takes a **proactive** approach
- Strong emphasis is placed systematically teaching expected behaviors and
- Using strategies to encourage and maintain these behaviors once learned.

## Proactive SW Discipline Plan COMPONENTS

- (1) Purpose statement,
- (2) School-wide behavior expectations,  
(3) Teaching the behavior expectations,
- (4) Maintaining the behavior expectations,
- (5) Correcting problem behavior
- (6) Utilizing the data,
- (7) Sustaining the plan for the long haul.

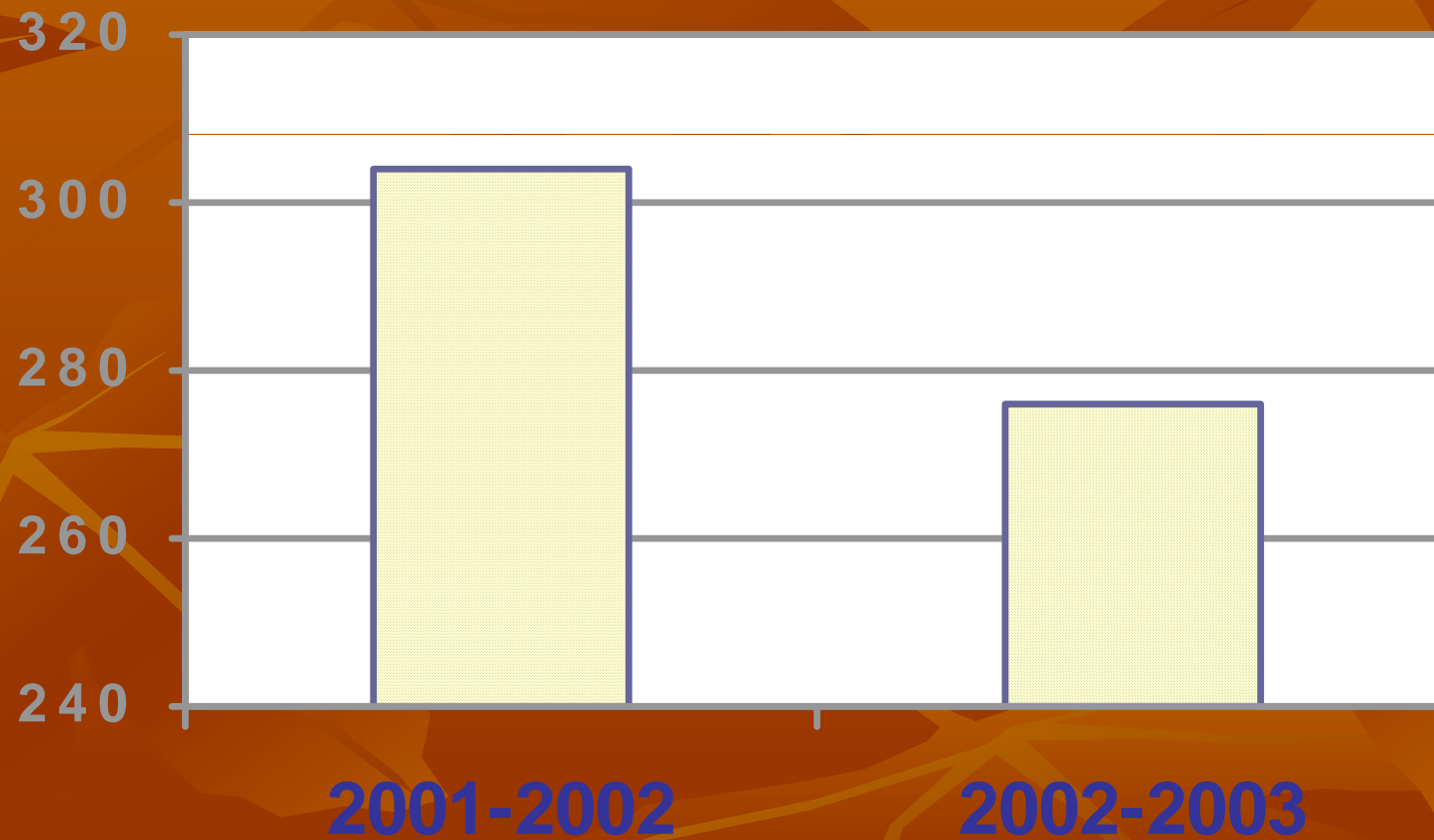
# *Mark Twain Primary School*

## **3rd Grade ISAT - % Meets & Exceeds**



# *Mark Twain Primary School*

## **Total ODRs**



# Resources

- [www.pbis.org](http://www.pbis.org)

- 7 Steps for Developing a proactive schoolwide discipline plan (Colvin, 2007)



# References

Downey, C.J., Steffy, B.E., English, F.E., Frase, L.E.& Poston, Jr., W.K. (2004). *The three-minute classroom walkthrough: Changing school supervisory practice one teacher at a time*. Thousand Oaks, CA: Corwin Press

Fullan, M. (2005). *Leadership and sustainability: System thinkers in action*. Thousand Oaks, CA: Corwin Press.

Leithwood, K., Seashore Lewis, K., Anderson, S., & Wahlstrom, K. (2004). *Review of research: How Leadership influences student learning*. New York, NY: The Wallace Foundation.

McEwan, E.K. (2003). *7 steps to effective instructional leadership*. Thousand Oaks, CA.: Corwin Press

Togneri, W., & Anderson, E.A. (2003). *Beyond Islands of Excellence: What Districts Can Do to Improve Instruction and Achievement in All Schools – A Leadership Brief*. A Project of The Learning First Alliance: Washington, D.C

## Additional Products Published by Geoff Colvin

### *Books*

Colvin, G. (2004). *Managing the cycle of serious acting-out behavior*. Eugene, OR: Behavior Associates.

Colvin, G. & Lazar, M. (1997). *The effective elementary classroom: Managing for success*. Longmont, CO: Sopris West.

### *Videos*

Colvin, G. (2004). *Managing non-compliance: Effective strategies for K-12 teachers*. Eugene, OR: IRIS Media

Colvin, G. (2000) *Defusing anger & aggression: Safe strategies for secondary school educators*. Eugene, OR: IRIS Media.

Colvin, G. (2001). *Managing threats: A school-wide action plan*. Eugene, OR: IRIS Media.

All available through Behavior Associates: (541) 485-6450) or [www.behaviorassociates.org](http://www.behaviorassociates.org)

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# Contact Presenter

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## Napoleon Hill

1883-1970

“It is literally true that you can succeed best and quickest by helping others to succeed.”