

The *Positive Behavior Principles* helped shift our staff's attitudes and practices. Over time, we moved from a punitive to restorative educational model, and our rate of student disciplinary incidents dropped to an almost negligible level. We attribute this change to the foundational work laid out in Dan's principles.

Martin Silverman, Principal
Universal City, Texas

Looking for Behavior Support?

Although behaviors in the school system have changed a great deal in the past few decades, our strategies for supporting those behaviors have not. When we move beyond punitive practices for dealing with misbehavior, we find strategies that work.

Positive Behavior Principles outlines nine core principles that can be used to design prevention, intervention and crisis strategies for supporting student behaviors in schools. This information complements both PBIS, as well as behavioral RTI efforts.



Dan St. Romain is an independent educational consultant based out of San Antonio, Texas. After retiring with over thirty years in education, Dan now provides staff development and consultative services to educators across the nation.

Dan is the author of *Teach Skills and Break Habits: Growth Mindsets for Better Behavior in the Classroom*, as well as several resources designed for teaching social skills.



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This book is for:

- **TEACHERS** searching to find the best ways to deal with behavior concerns in the classroom
- **ADMINISTRATORS** wanting to help align their staffs' discipline philosophy with behavioral practices
- **COUNSELORS** trying to provide social, emotional and behavioral support to struggling students
- **ALL EDUCATORS** wanting practical and positive ways to improve the long-term behavior of students

Learn effective strategies for:

-  Building positive relationships
-  Balancing instructional rituals and novelty
-  Channeling behaviors rather than stopping them
-  Modeling expectations
-  Focusing attention to shape behavior
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-  Using discipline for teachable moments
-  Staying out of power struggles
-  Breaking poor behavioral habits

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Introduction

“I just want to teach. Is that too much to ask?” This was the sentiment of a new high school teacher I was coaching. At the time, I had just started working at our regional education service center, and as part of my new duties, I was charged with going into schools and providing consultative behavior support to teachers. Needless to say, there was no shortage of work for me. “I went into education because I love math,” the teacher told me. “When I went through school, one of my teachers instilled in me a love for math, and I just want to pass that love on to my students, but I can’t, because I spend all of my time dealing with behavior problems.” After observing her class, I agreed.

This was not the first time I had heard some version of this story. I felt overwhelmed and at a loss for what to say. After providing her a few strategies, I wished her luck, told her I would pray for her, and went on my way. I spent that entire week going from class to class, putting out one fire, only to have another one pop up somewhere else. *Is that it?* I thought. *Strategies, luck, and prayer?* I knew something had to change.

I was one of three behavior consultants offering support in the region, and our job seemed unrealistic. Fortunately, around this same time, my colleagues and I were exposed to a body of work by George Sugai, a researcher from the University of Connecticut, called Positive Behavior Support, as well as training in the Boys Town Education Model (BTEM). Both models emphasized taking a prosocial approach to behavior management, using discipline as an opportunity to teach positive behaviors. The information intrigued me enough to dive in at a much deeper level.

administrators and teachers, implementing this body of work in their schools. And although I have received a great deal of positive feedback on how this information has helped individual teachers implement successful strategies in their classroom, I believe the greatest benefit of the principles is one of alignment.

Positive Behavior Principles help teachers, as well as entire schools, align perspectives and implement successful behavioral strategies that work.

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Positive Behavior Support

The nine Positive Behavior Principles were designed to complement the Positive Behavior Support (PBS) model (now referred to as Positive Behavior Interventions and Supports, or PBIS) which gained momentum in the late 1990s.¹ This approach is not a specific program, but rather a general framework for improving student behaviors using proactive, positive, and systematic methods.

