

Proposed Behavior Management Plan for the Smith Road Middle School Library

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IST661: Information Management in Schools

12/06/2010

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Smith Road Middle School Library

The approval and construction of Smith Road Middle School requires the creation of a behavior management policy so students can learn most efficiently. To achieve this learning environment, a policy based on a positive behavior support system will be enacted in each area of the school, including the school library. This policy creates an environment where the time students are in school is used to enhance learning experiences, instead of for punishment.

Students and the rest of the school community are given the tools that allow them to achieve at the highest potential.

**Behavior and Management Philosophy**

The behavior policy for the Smith Road student body is based on the four basic principles of being respectful, responsible, safe and prepared. Appropriate student behavior includes showing respect to all members of the school community as well as the property of those and the school. Students are expected to be ready to learn and be prepared for each of their tasks throughout the day. In the creation of this policy, the school becomes a learning environment where students feel they are safe.

The age group of Smith Road, 7th -9th graders, offers unique challenges to school staff and administration. Students are gaining more freedom and independence. They are given many new responsibilities, such as maintaining a locker and changing classrooms between periods. With this newfound freedom includes an increased risk for behavior problems (Lochman et al., 2010). Students are less frequently under adult supervision and more easily influenced by their peers, a problem that has the potential to magnify with age. The behavior management plan will curb these negative behaviors at an early stage and ensure that students are on the right path for

successful learning in the future.

In order for this policy to be effective, the expectations of students and the consequences of behavior problems will need to be understood by the entire school community (Soukup, 2010). Students will be acknowledged for their positive behaviors where praise and recognition are the focus rather than punishment. The implementation of this positive behavior system will create an environment where teaching and learning are the most effective, creating more time for instruction (Stansberry-Brusnahan & Neilsen-Gatti, 2009). Policies such as this one have led to a decrease in discipline issues, such as office referrals and suspensions, and an increase in student achievement in those schools who have implemented them (Soukup, 2010).

### **Effective Behavior Management Defined**

Within the library setting, Positive Behavior Interventions Support (PBIS) can play a vital role in encouraging literacy, providing a stable learning environment and fostering positive relationships between teachers, librarians and students. Positive Behavior Support Interventions can be defined as a: “prevention-minded approach to student discipline that is characterized by its focus on defining and teaching behavioral expectations, rewarding appropriate behaviors, continual evaluation of its effectiveness, and the integration of supports for individuals, groups, the school as a whole, and school/family/community partnerships” (Warren, J., Bohanon-Edmonson, H., & Turnbull, A., 2006, p. 188). By promoting positive discipline within the school library, students learn teamwork, self-discipline, responsibility, and respect for each other.

As case studies have shown, teachers have been successful in providing “supportive relationships by showing a deep knowledge of individual students, developing assignments that linked inquiry and collaboration, and involving students in classroom decisions on a continuous basis” (Strahan, D., Cope, M., & Hundley, S., 2005). Horne, Sugai, & Anderson (2010) discuss

an in-depth approach to PBIS with three phases of intervention: Primary, Secondary and Tertiary Intervention. At the primary level, expectations of student behavior are defined, at the secondary level, structure is enforced and feedback increases, and at the tertiary level, behavior is assessed and individual attention is required. Morrissey, Bohanon; & Fennin (2010) explain PBIS as a “proactive” measure with the following main points: “Committing to addressing behavior in the school, forming a representative team, examining behaviors at a school wide level using data such as office discipline referrals and surveys, choosing three to five behavioral expectations and generating specific examples of these for locations throughout the school..., providing systematic direct teaching of expected behaviors to all staff and students and then acknowledging (rewarding in some way) all those who meet the expectations, clarifying consistent procedures for responding to problem behaviors, and systematically using data to monitor progress and adjust interventions as needed...” (p. 28).

### **Considerations for Positive Behavior Interventions**

Many examples of positive behavior interventions were taken into consideration in the development of the Proposed Behavior Management Plan for the Smith Road Middle School Library. Of particular interest were positive behavior management techniques developed by Carol Brodie for inclusion in a school library media setting. Brodie suggested several techniques for curtailing discipline issues in the media center. Her methods included a way to minimize behavior problems by providing a “pink slip” and advised that the slip provide a means of tracking the student’s grade, general identification information, and the concerning discipline issue. She recommended that educators plainly state rules and policies at the beginning of the school year to their students and intermittent reminders as the year progresses (Brodie, 2001). Her suggestion has been incorporated into the Smith Road Middle School Library as a self-

evaluation form, which is filled out by the infringing student.

Carol Brodie offered additional techniques, which we agree with and advocate for, in positively managing student behavior. She encourages media specialists to engage student input and contribution in classroom decisions that directly effect them: selecting reading materials for class assignments, the creation of posters, displaying art work, and developing after school activities to improve student-teacher relations and establishing which behavior should be considered acceptable or unacceptable in the library media center. It is important to demonstrate a genuine interest in student work and progress and promote positive behavior through the use humor in order to put students at ease and diffuse a problem. For managing negative behavior, simply standing closer to the concerning student may be all that is required for them to realize their behavior is inappropriate (Brodie, 2001). This proximity based management technique is evident in the Smith Road Library Policy in the primary level of its behavior management plan.

### **Library Behavior Management Policy, Proposed**

#### **Statement of General Behavioral Expectations**

Student patrons are responsible for their own behavior and following the library's established guidelines for behavioral expectations, as listed below. While in the library, patrons are expected to display respectful behavior and readiness to learn through listening and following directions given by the librarian and/or library staff during lessons and at all other times in the library. Student patrons are expected to show respect towards other patrons by using quiet voices within the library media center. They are obliged to behave both safely and respectfully by taking care when handling library center materials and keeping hands, feet, and objects to themselves.

**Library Expectations Exordium**

The accompanying behavior management policy is founded on the aforementioned research (Part I). It prioritizes the creation of a safe and propitious environment, conducive to learning for all students. The policy relies on proactive, rather than reactive, implementation where teachers and staff members serve as positive role models, whilst endeavoring to “catch students being good” through displays of exemplary academic and behavioral choices.

Although the policy focuses on positive behavior, procedures are incorporated for managing students who behave adversely. Insubordinate students will be susceptible to consistently applied consequences for poor academic and behavioral choices. Teaching of positive behavior and re-teaching will be in effect. Students will have constant reminders as to building, classroom, and library expectations, which will be posted throughout the building.

The responsibility for behavior management within the library will, as much as possible, remain with library staff members. Library expectations with visual reminders will be posted. These will align with and reinforce building expectations. Positive feedback for students displaying positive behaviors will be freely given as this helps to reinforce behaviors in other students. This may also include periodic positive feedback to parents and caregivers at home.

The behavior policy implemented will involve four key components (The 4 B’s): Be respectful, Be responsible, Be safe, and Be ready to learn. Expectations related to these components are positively stated in all areas of the building including the library. As much as possible, composing these expectations will involve students as this assists with ownership and understanding.

**Library Expectations (PBIS, Primary Level)**

(The word "expectations" is being used rather than "rules," as “rules” has a negative connotation

and implies a dictatorship atmosphere and inflexibility).

1. Be Respectful

- Talk Quietly
- Return materials on time and treat them with care
- Follow adult directions
- Respect others' belongings

2. Be Responsible

- Chew gum responsibly and enjoy food elsewhere
- Sign in/out and use a pass

3. Be Safe

- Follow school safety expectations

4. Be Ready to Learn

- Be prepared for class: do assigned readings and homework
- Display verbal/physical respect for self, other students, LMS and library staff

**Actions/Consequences**

1. Initial Warning for Non-Compliance (PBIS, Secondary Level)

Unless the misbehavior is threatening or severe, a verbal warning will be given by media center staff or librarian, along with appropriate verbal counsel on ways to amend the identified behavior, if necessary. Giving an appropriate physical indicator, such as direct eye contact and standing closer to a misbehaving student, should be done whenever possible before issuing a verbal warning.

2. Isolation (PBIS, Tertiary Level)

Isolation will be applied when the initial warning for non-compliance proves ineffective or if the

violator displays the potential towards violent behavior (verbal/physical) that would negatively affect others.

- If attending a lesson in a group the student will be separated from other classmates. If attending the library for general use they will be removed from peers and sequestered.
- Students, while isolated from classmates/peers, will be given the opportunity to calm down/reflect (approximately 10-15 minutes).
- After calming down students fill out a Think Tank form (see Appendix A), on which they will identify the inappropriate behavior and reflect on an appropriate/acceptable course of action.
- The classroom teacher will be notified of the offense and the corrective actions taken. A copy of the notice will be filed in the library.

### 3. Second Offense: Restriction of Privileges (PBIS, Tertiary Level)

Library use and the checking out of materials are always encouraged, but additional limitations will be placed for individuals who have been documented as consistently displaying misbehavior that is deemed moderately threatening or inappropriate towards their fellow students, library staff, patrons, and property. Students who commit a second offense will receive the same actions/consequences listed under Initial Warning for Non-Compliance, plus they may lose one or more of the following privileges for a specified length of time, determined by the librarian, based on their actions and the severity of their actions.

- Individual will be restricted to the front of the library.
- Individual must notify the front desk if they need to access other areas and a member of the library staff will accompany them.
- Failure to comply with restrictions will result in students being isolated from peers.



- Access privileges will be fully reinstated when the student displays a consistent change in behavior and reliability.

#### 4. Incessant Insubordination or Threatening Behavior (PBIS, Tertiary Level)

- If misbehavior continues and proves to be unchanging, despite warnings and restrictions of privileges, or if the behavior exhibited is dangerous to themselves, others, faculty, staff, both the classroom teacher and the office will be notified and the student will be brought to the appropriate location, in accordance with the school disciplinary policy.
- The student will be required to fill out a Think Tank form, when they are able to, on which they will identify the inappropriate behavior and reflect on an appropriate/acceptable course of action. Three copies will be made of the Think Tank form. The first will be filed in the office, the second will be given to the student, and the third will be filed in the library.
- The student will be given a discipline referral (See Appendix B)

Note: It is important that any students who display threatening behavior fill out their Think Tank form when they are calm.

Based on research, we advocate for the integration of a general management philosophy that centers on respect, responsibility, safety and preparation. We strongly propose that cases of undesirable behavior are managed through building awareness of the library's expectations and providing an opportunity of self-reflection for the students who require its use. Criterion evident in our proposed philosophy and plan are essential for establishing and maintaining a welcoming library atmosphere that is conducive to student learning through the use of positive behavior management.

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## Appendices

## Appendix A

***“Think Tank” Reflection Form***

1. Why are you *reflecting*? What PBIS expectation(s) are you not following? Be specific regarding **your** behavior.

2. Why do you think your behavior was not helpful to your classmates and our school staff?

3. Reflect upon your actions. How do you think you could have handled this situation in a better way?

Print Your Name: \_\_\_\_\_

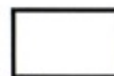
Signature: \_\_\_\_\_ Today's Date: \_\_\_\_\_

-Fulton Junior High. (n.d.). Think tank form

## Appendix B

Fulton Junior High  
Discipline Referral

Student Name: \_\_\_\_\_ Grade/Team: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_ Points \_\_\_\_\_



Referring Person: \_\_\_\_\_

Location: ☐ Cafeteria ☐ Hallways ☐ Classroom ☐ Bathroom ☐ Locker Room ☐ Assembly ☐ Special Area \_\_\_\_\_ ☐ Other \_\_\_\_\_**Issue of Concern****Major Problem Behaviors**

- ☐ Abusive Language (5 - 10)
- ☐ Fighting/Physical Aggression (10 - 50)
- ☐ Harassment/Bullying (10 - 50)
- ☐ Overt Defiance/Disrespect (5)
- ☐ Major Disruption (10)
- ☐ Vandalism/Property Damage (10 - 50)
- ☐ Lying/Cheating (10)
- ☐ Forgery/Theft (10)
- ☐ Use/Possession of Weapons (100)
- ☐ Failure to Report to Detention (5)
- ☐ Skip Class/Tuancy (5)
- ☐ Unsafe Behavior (10)
- ☐ Use/Possession of:
  - ☐ Tobacco (100)
  - ☐ Alcohol (100)
  - ☐ Drugs (100)
  - ☐ Combustibles (10 - 50 - 100)

**Minor Problem Behaviors**

- ☐ Inappropriate Language (1)
- ☐ Minor Disruption (1)
- ☐ Physical Contact/Horseplay (1)
- ☐ Non-Compliance/Disrespect/Defiance (1)
- ☐ Property Misuse (1)
- ☐ Dress Code Violation (1)
- ☐ Class Tardies Date(s) \_\_\_\_\_ (1)
- ☐ Cell Phone Violation (1)

**Others Involved**

- ☐ None ☐ Substitute ☐ Staff
- ☐ Peers ☐ Teacher ☐ Unknown

**Possible Motivation**

- ☐ Attention from Peers
- ☐ Attention from Adults
- ☐ Avoid Task/Activity
- ☐ Avoid Peers
- ☐ Avoid Adults
- ☐ Obtain Items
- ☐ Get Revenge
- ☐ Unknown

**Staff Action**

- ☐ Student Conference
- ☐ Re-teaching
- ☐ Parent Contact Date/Time \_\_\_\_\_
- ☐ Loss of Privilege
- ☐ Time-out (Location) \_\_\_\_\_
- ☐ Mediation
- ☐ Intervention Team Referral
- ☐ Teacher Detention
- ☐ In-team Suspension

**Comments** (regarding staff action)
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
**Incident Description**
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
**Administrative Consequences**

- ☐ Student Conference
- ☐ Follow-up Agreement
- ☐ Parent Contact Date(s) \_\_\_\_\_
- ☐ Lunch Restriction Date(s) \_\_\_\_\_
- ☐ Re-Teaching Date(s) \_\_\_\_\_
- ☐ Office Detention Date(s) \_\_\_\_\_
- ☐ In-school Suspension Date(s) \_\_\_\_\_
- ☐ Out-of-school Suspension Date(s) \_\_\_\_\_

**Comments** (regarding administrative consequences)
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
**Administrator's Signature:**

Date: \_\_\_\_\_ VADIR \_\_\_\_\_

-Fulton Junior High. (n.d.). Discipline referral form