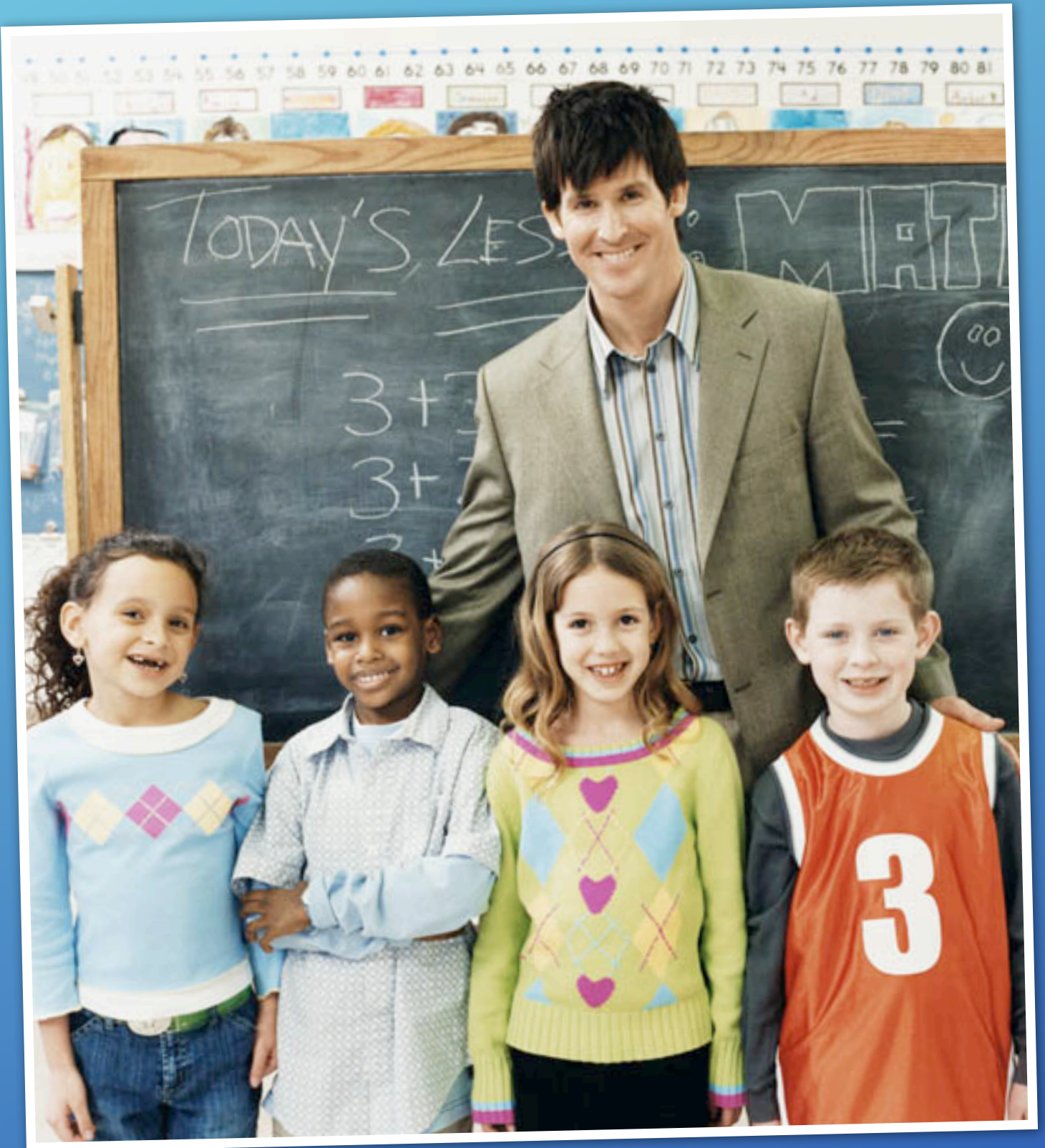


Principal's 200 Club

Training School Psychologists to be Experts in Evidence Based Practices for Tertiary
Students with Serious Emotional Disturbance/Behavior Disorders

US Office of Education 84.325K

H325K080308



PRINCIPAL'S 200 CLUB

School-wide Positive Intervention

Introduction

Unlike most interventions that are designed to change the behavior of one individual or a small group of individuals, the Principal's 200 Club (P200 Club) is intended to modify the behavior of an entire school. This includes the behavior of the students, teachers, administrators and support staff. It is truly a school-wide intervention that is intended to change the social climate of the entire school.



The P200 Club is most often used in the context of a Positive Behavior Intervention and Support (PBIS) approach to behavior management (see www.pbis.org). The PBIS approach is based on a

three-tiered model of behavior management that has been adapted from the public health sector and applied to the school setting. The three tiers are illustrated below in figure 1. The first, universal or primary tier is designed to influence all students, all staff and all settings. The P200 Club is designed to operate on this level.

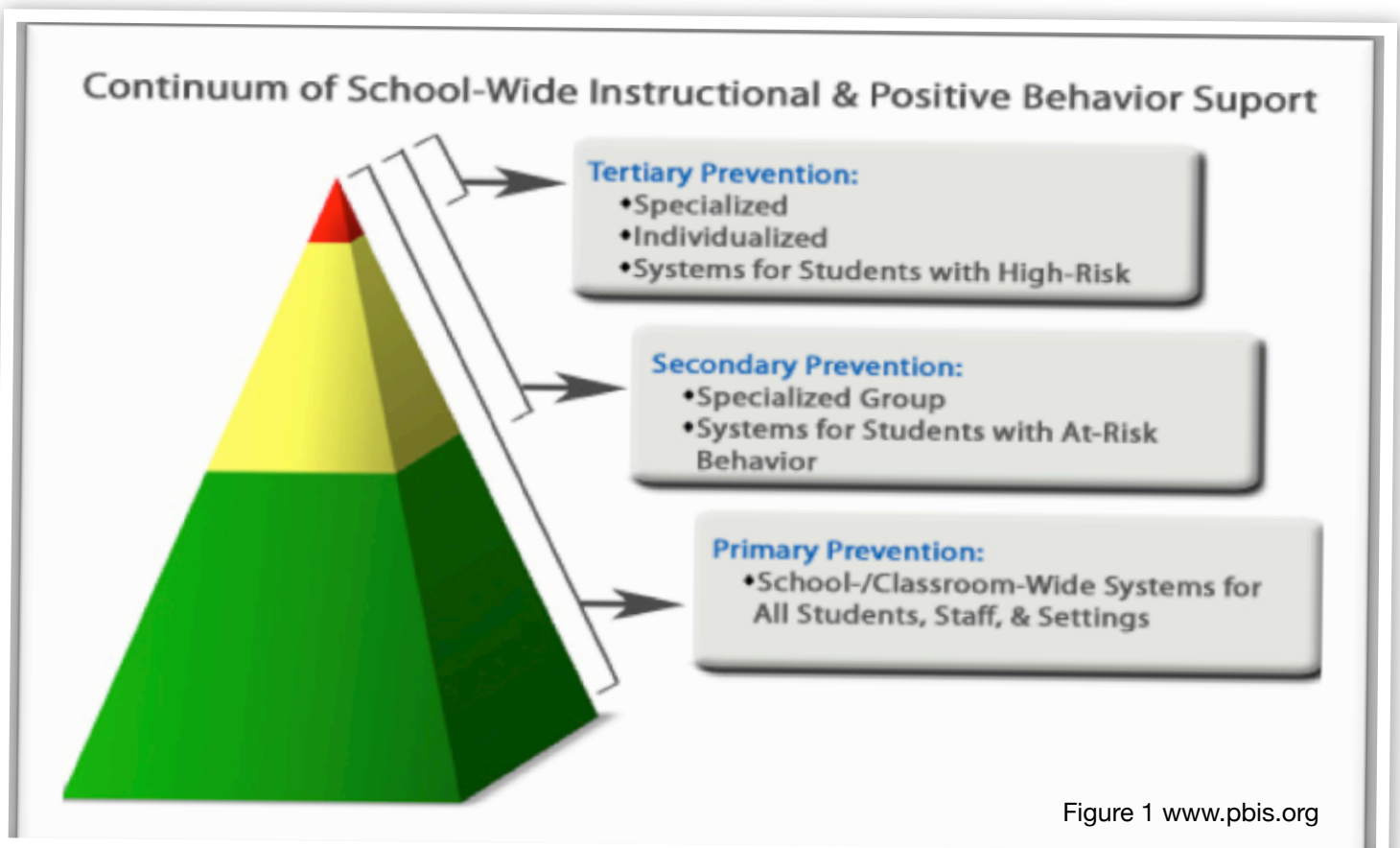


Figure 1 www.pbis.org

Definition

The P200Club is a school-wide all positive, prevention focused intervention. It applies to all students, all staff and all settings. It consists of several evidence based behavior management practices. Specifically it utilizes: 1) verbal praise, 2) public posting, 3) the Mystery Motivator, 4) a variable reinforcement schedule and 5) a group contingency.

Reasons to use the P200 Club

To establish a more positive social climate in a school.

1. To improve rule following behavior for all students.
2. To encourage positive student-teacher interactions.
3. To improve home-school relations.
4. To establish and reinforce consistent school-wide expectations.
5. To promote any initiative to improve school behavior (social skills, character education, anti-bullying etc.)
6. To decrease the number of office discipline referrals and time spent on discipline.

Target Population

The P200 club has been used primarily in elementary and junior high schools students. However, with some modifications it could be used in high schools as well. The P200 Club has been used in

a wide variety of schools ranging from rural to urban and from economically disadvantaged to economically well to do. It has been used among culturally divers and culturally homogeneous populations. Because it is a school-wide intervention, the P200 Club is not designed to target any particular demographic within a school population. Simply put, the target population is any school wishing to improve behavior management, behavior and school climate.

Evidence Base

While little research has been conducted on the effectiveness of the P200 Club per se, there is significant body of research that supports the principles and practices upon which the P200 Club is built. Following is a brief sample of some of that research:

Verbal praise

Verbal praise as a behavior intervention consists of recognizing and describing specific desirable behaviors to an individual that has demonstrated such desirable behaviors. In a 2009 review of behavior management practices Gable et al. affirm the effectiveness of, “behavior-specific, contingent feedback in which the teacher describes precisely the (observed, desirable) behavior”. One study demonstrated the effectiveness of verbal praise at decreasing off-task behavior among second grade

students during physical education instruction (van der Mars, 1989). In a 2002 study Hancock found graduate students who received well administered verbal praise showed greater motivation to engage in homework, better performance on homework assignments and greater motivation to engage in classroom activities. From second graded students to graduate students, verbal praise has a positive motivating effect on its recipients. These articles represent only a small sample of the literature that supports the efficacy of verbal praise as an effective behavior management strategy.

Public posting

Public posting is the acknowledgment of an individual's or group's performance in a place where it can be observed by others. In a 1985 study Jones and Van Houten used public posting as part of an intervention that resulted in the decrease of disruptive behaviors and improved academic outcomes for secondary students. A more recent study found public posting to be an effective intervention for decreasing disruptive hallway behavior among middle school students (Stuab, 1990). In a 1981 study Van Houten used public posting under the name of "advertising for success" which resulted in improved test performance among high school students.

Mystery Motivator

A Mystery Motivator is an unknown, high-value, contingent reward. The fact that it is unknown creates a sense of anticipation that helps motivate individuals to participate in certain behaviors in order

to learn the identity of the reward. A 1994 study conducted by Moore and Waguespack found that Mystery Motivators played an integral role in improving student behavior across subjects and classrooms. In a 2007 dissertation Jennifer Hoag found that Mystery Motivators were more effective than expected reinforcers at reducing disruptive behavior among preschool students.

Variable reinforcement schedule

A variable reinforcement schedule is one in which an individual has access to a reward randomly rather than predictably. It is the same premises that slot machines are based on. Individuals will continue to pull the lever on a slot machine because while they will not be rewarded every time they play next time they play could be the time that they win. B. F. Skinner discovered that this schedule of reinforcement is the most reinforcing schedule. The element of chance encourages people to continue participating in an activity with the hope that they will be rewarded the next time they participate. In a 1983 study Beaman et al. found that behaviors that were reinforced on a variable schedule tended to be more resistant to extinction those that were reinforced on a regular schedule. A variable schedule of reinforcement is one of the ways that the P200 Club promotes sustained pro-social behavior.

Group contingency

A group contingency is a situation in which the performance of one or more individual affects the outcome for other individuals. This component

requires that individuals work together to achieve the desired result and leverages social pressure to get a desired result. In the case of the P200 Club multiple individuals through out the school need to be exhibiting the desired behaviors in order to obtain the reward. In a 2000 study Kelshaw-Levering et al. found that various kinds of group contingencies were effective in modifying students' behaviors. Group contingencies have also be demonstrated to effectively improve homework completion and accuracy (Reinhardt et al. 2009). Group contingencies have proven effective in cafeterias, playgrounds, and classrooms alike (Franzen & Kamps, 2008; McCurdy et al., 2009; Caldwell, 2009).

The combination of verbal praise, public posting, the Mystery Motivator, a variable reinforcement schedule and a group contingency provide a variety of different reinforcement systems. This combination of techniques serves to cast a wide net that encompasses the behavior needs of a wide variety of schools.

Materials Needed

1. A matrix with numbered squares numbering 1-200.
2. Tokens/tickets numbered 1-200
3. P200 Club tickets
4. A three ring binder for the celebrity book

5. Post cards to send home for parents that could not be contacted by phone
6. Mystery Motivator rewards for winning students and staff (these rewards can be social/no-cost awards or tangible low-cost awards)

Steps to Implement P200 Club

The first step in implementing the Principal's 200 Club is the same as all positive behavior interventions; that is, establish and teach the desired behavioral expectations. When a school behavior team is establishing, teaching and reinforcing these expectations it should adhere to the following guidelines:

1. Expectations should be positively stated. They should tell students what to do rather than telling them what not to do. When students are told what not to do they can comply with the expectation by engaging in all sorts of socially inappropriate behavior. However, when students are told what to do they must demonstrate the desired behavior to comply. For example, if one of the expectations is "don't hit" then a student may comply with the expectation by kicking, head butting, or pushing. However, if the expectation is "keep your hands, feet and other objects to yourself", then a student cannot

physically confront another student and still comply with the expectation.

2. Limit the number of expectations to between three and five and keep them simple. Both staff and students will need to learn the expectations by heart and be able to demonstrate them throughout the school.

Having a very limited number of expectations ensures greater success that they will be learned and used. Similarly if the expectations are wordy or complicated, students are less likely to learn and remember them.

3. Teach and practice the expectations in the location where they will be required. Allowing students to see the expectation demonstrated in the correct context and then to practice the expectation in that context provides important contextual cues that aid students in remembering and reproducing the expectation when required. Trying to teach the expectation in the classroom alone is analogous to trying to teach basketball by just talking about it rather than going to the gym and using the ball.

4. Allow the students to practice the expectations until they demonstrate mastery. Consistent with all good teaching students should be allowed to practice the desired skill

until they demonstrate that they can perform the skill without prompting or supervision.

Step two is to create a Principal's 200 Club board. This board is a glorified bingo card and consists of a grid of numbered squares. The size of the board should be tailored to meet the needs of the student population and the resources available to the school for implementing this intervention. Generally speaking the size of the board will determine how frequently students will win the big reward. A bigger board will generally produce more infrequent winners than a smaller board. When creating the Principal's 200 Club board, follow these guidelines:

1. Make the board big enough that individual student's names can be easily seen. Public recognition is an important aspect of the Principal's 200 Club. Making student's names easily visible ensures that the reinforcement for the appropriate behavior extends well beyond the initial interaction. An added benefit of this will be proximal learning. That is to say that when other students see that their friend's name is on the P200 board they will want to demonstrate their own mastery of the expectations in hopes of having their names posted on the board as well.

2. Place the board in a high traffic area of the school. Having the board near the office or in a main hall will increase the chance that students

will show their parents that they were rewarded for good behavior. This creates a positive experience for the parent and allows the parent to further reinforce the student for the appropriate behavior. Furthermore, placing the board in a high traffic area serves as a frequent reminder to the students that good behavior is recognized in that school. Having the board in a high traffic area also increases the anticipation of the student's as they await the results of the next winning combination.

3. Use materials and a location that ensure ease of use. The less cumbersome this intervention can be the more likely it is to be implemented and the higher opinion staff are likely to have of it.

Step three is to create a P200 club ticket. The P200 Club ticket is the way that students are acknowledged for demonstrating the expected behavior. The ticket should contain the following:

1. A space for the student's name
2. A space for the issuing teacher's name
3. A way to indicate which specific expectation the student was following.

Step four is to have the teacher hand out the P200 Club cards. When using the cards school staff should do the following:

1. Always indicate the specific behavior that lead to the student receiving the P200 Club ticket. It is important that the student make the mental

connection between specific behaviors and rewards. When students are not told what specific behavior lead to the receipt of the ticket they are left to guess what exactly they did to merit the recognition. Consequently, they are less able and less likely to repeat the expected behavior in the future.

2. School staff should limit the use of the P200 Club tickets to only those behaviors that meet the school wide expectations. Giving a student a ticket for an appropriate behavior that is not included in the expectations can lead to confusion as to the purpose of the tickets and the program.

3. School staff should carry the P200 Club tickets in a visible place on their person, such as in a plastic case at the end of a lanyard or in a front shirt pocket. Doing so provides the staff with a frequent reminder that they are looking for students that are demonstrating the appropriate behavior. The added benefit is that when students see staff with P200 Club tickets they are reminded of the expected behaviors and will often demonstrate such behaviors.

Step five is to have the students turn the cards in to the office to receive appropriate recognition. When a student receives a P200 Club ticket that individual should go to the office that day to turn in the ticket. It is important to ensure the following:

1. Students need to turn in tickets within a day of when they receive them. Some students get wise to the program and hoard tickets until they are more likely to win and then they turn in several tickets at a time. So, they need to turn them in as soon after receiving them as possible and convenient.

2. The students themselves need to bring the tickets to the office. It is not enough to have a teacher turn the ticket in on behalf of the student. The positive attention is an important component of P200 Club.

Step six is to call the student's home to inform the parent/s that the student is being recognized for something positive that happened at school. The call home should include the following:

1. A statement that the call is for something positive that the student has done. It is important to make this statement as quickly and as clearly as possible. Many parents expect to hear from the school only when something negative has happened. So, it is important to put them at ease by making it clear that the call is a positive one. It is particularly important to make it clear that the call is positive when the caller is sent to an answering service. Parents should not be left to agonize over what kind of trouble their child is in because a clear message was not left on the

answering machine. It may be helpful to develop a short script for the individual making the calls.

2. A description of the positive behavior that the student demonstrated in order to receive the P200 club ticket. Letting the parent know what behavior lead to the positive recognition teaches the parents about the expected behaviors at school and allows the parent to reinforce such behaviors at home as well.

Step seven is having the student draw a number that corresponds with a space on the P200 Club board.

When the student has picked a number that individual's name will go on the P200 Club Board in the corresponding space.

Step eight is to plan and provide a party or other reward for the individuals who's names complete 10 in a row on the P200 Club Board. Then then names can be removed from the board and the process repeated.

Trouble Shooting

Potential problems and solutions

1. What happens when some school staff are reluctant to participate?
 - One simple way to solicit greater teacher participation is to reward teachers for their participation. Some schools have used a

Teachers 100 Club board. Other schools have held drawings for those teachers that participate allowing them to win free time from their classes, get out of recess duty free cards, tangible rewards, gift certificates and other reinforcing rewards. Remember that the same behavior principles that work with students work with staff as well with some slight modifications.

- Another successful technique is to share the data with the teachers. When schools are able to demonstrate the effectiveness of the intervention reluctant teachers are more likely to participate.
 - Schools can also make participation in the P200 Club part of the building professional standards.
2. What happens when a teacher or administrator wants to take a student's name off the P200 Club board for bad behavior?
- The P200 Club is an **all positive** program! It should be made clear to all school staff in the beginning that students' names are not to be removed from the P200 club board. This is especially important for those tough students who get mostly negative feedback from the adults in their lives.
 - Students who win the big reward and are serving an in school suspension or out of school suspension should not be allowed to receive the reward but their names' should

remain on the board for the next round to give them another chance at winning.

3. What happens if students hoard their P200 club tickets and wait to turn them in until the board is almost full to improve their chances of winning?
- Ensure that the date is written on each P200 Club card and that the cards are turned in within 24 hours of their receipt.
4. What happens if the same students continue to get the majority of the P200 Club tickets?
- Encourage teachers to give tickets to students that they have not rewarded in the past.
 - Provide teachers with a list of students that have not received a P200 Club ticket and reward them for giving tickets to those students.
 - Provide special rewards to teachers who find appropriate times to give P200 Club tickets to your school's most difficult students.
 - Have teachers give half of their tickets to students that they do not already know.

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Materials

Miniature P200 Club Board Sample

Cougar Club 200 Board

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200

P200 Club Tokens

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200

Postcard to send home

Principal's 200 Club
Winner!!

Congratulations! Your student



**earned a Principal's
200 Club ticket
today for
demonstrating
positive behavior!**

From _____

Place
Stamp
Here

To _____

Mystery Motivator Ideas

Students

1. Pizza party
2. First in lunch line pass
3. Free tardy pass
4. Extra recess
5. Race down the hall with the principal
6. Write name on the wall in the boiler room
7. Ice cream party
8. Movie party
9. Free dance passes
10. Video game party
11. Lunch with principal
12. Free gym time
13. Listen to music during lunch
14. No homework pass
15. Chew gum in class
16. Run errands
17. Allow student to make morning announcements
18. Computer time
19. Receive applause

Staff

1. Have recess duty covered
2. Preferred parking space
3. Have class covered for a period
4. Gift certificates
5. Lunch compliments of the principal
6. Lunch for participating teachers
7. Candy
8. Excused from one staff meeting
9. Have an assistant for the day

P200 Club

Student: _____

Teacher: _____

Date: _____

P200 Club

Student: _____

Teacher: _____

Date: _____

P200 Club

Student: _____

Teacher: _____

Date: _____

P200 Club

Student: _____

Teacher: _____

Date: _____

P200 Club

Student: _____

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P200 Club

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P200 Club

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P200 Club

Student: _____

Teacher: _____

Date: _____