



# **It's All About Relationships: Meshing Philosophy and Daily Practice**

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## **What is Re-Education?**

Re-EDucation is a philosophical basis for working with children and youth who have emotional and/or behavioral disorders. Re-EDucation grew out of clear research based college programs supported by the Board of Education and the National Institute of Mental Health in the 1960's.

One of the keys to the success of a Re-EDucation based program is a teacher–counselor. “A teacher–counselor is a decent adult; educated, well trained; able to give and receive affection, to live relaxed, and to be firm; a person with private resources for the nourishment and refreshment of his own life; not an itinerant worker but a professional through and through; a person with a sense of the significance of time, of the usefulness of today and the promise of tomorrow; a person of hope, quiet confidence, and joy; one who has committed themselves to children and to the proposition that children who are disturbed can be helped by the process of Re-EDucation.” (Nicholas Hobbs, 1966)

## **Philosophy**

It is said that Re-ED is hard to describe. That is true. Re-ED is a state of heart as much as a state of mind-as much spiritual as it is intellectual. It begins with an attitude of unconditional caring-not just for troubled and troubling children, but for all people. It incorporates a sense of limitless hope sprinkled with naiveté and energized by boundless enthusiasm. When it comes to children, Re-ED is blind in one eye and has stars in the other. Re-ED never says never. Re-ED is not good at finding the disease or sickness or weakness in people. Re-ED targets personal strengths and builds on them. Re-ED sizes up what's working, what's resilient, and then nurtures that part so that it takes up more and more space in a child's life.

Re-ED doesn't blame kids for their problems. Rather, it recognizes that the problems kids cause are not the causes of their problems. Re-ED understands that in the life of a child, problems are temporary; that the group, the community, the family, the ecology are all important.

Kids can never feel completely whole if they are not gaining knowledge and skill academically, because, as Hobbs noted, that is the business of children. Re-ED does not stop at the four walls of the classroom; and when at its best, Re-ED is infinite, carrying its influence far into the child's future. Re-ED is a talisman crafted carefully by the loving patient hands of teacher/counselors and gifted to the spirit of the child. It is unforgettable, irreversible, and enduring. It is the backbone of our past, it nourishes our daily work, and it guides our future.

Frank A. Fecser, Positive Education Program Cleveland, Ohio

## **There Are 12 Principles That Summarize The Philosophy Of Re-Education:**

- Trust between child and adult is essential, the foundation on which all other principles rest, the glue that holds teaching and learning together, the beginning point for re-EDucation.
- Life is to be lived now, not in the past, and lived in the future only as a present challenge.
- Competence makes a difference; children and adolescents should be helped to be good at something, and especially at schoolwork.
- Time is an ally, working on the side of growth in a period of the development when life has a tremendous forward thrust.
- Self-control can be taught and children and adolescents helped to manage their behavior without the development of psychodynamic insight; and symptoms can and should be controlled by direct address, not necessarily by uncovering therapy.
- The cognitive competence of children and adolescents can be considerably enhanced; they can be taught generic skills in the management of their lives as well as strategies for coping with the complex array of demands placed on them by family, school, community, or job; in other words, intelligence can be taught.
- Feelings should be nurtured, shared spontaneously, controlled when necessary, expressed when too long repressed, and explored with trusted others.
- The group is very important to young people; it can be a major source of instruction in growing up.
- Ceremony and ritual give order, stability, and confidence to troubled children and adolescents whose lives are often in considerable disarray.
- The body is the armature of the self, the physical self around which the psychological self is constructed.
- Communities are important for children and youth, but the uses and benefits of community must be experienced to be learned.
- In growing up, a child should know some joy in each day and look forward to some joyous event for the morrow.

## **Student/Adult Interactions**

- Trust between child and adult is essential, the foundation on which all other principles rest, the glue that holds teaching and learning together, the beginning point for re-EDucation.
- Feelings should be nurtured, shared spontaneously, controlled when necessary, expressed when too long repressed, and explored with trusted others.
- The group is very important to young people; it can be a major source of instruction in growing up.
- Communities are important for children and youth, but the uses and benefits of community must be experienced to be learned.

- **Strategies Supporting Student/Adult Interactions:**

## **I Interact Positively with All Students (Encouragement/Reinforcement)**

- Building positive relationship with students
- Interact in a welcoming manner with every student.
- Say hello and use students' names.
- Show an interest in students – listen, converse.
- Provide age-appropriate, non-embarrassing positive feedback.
- Strive to interact more frequently with every student when s/he is engaged in positive behavior than when s/he is engaged in negative behavior.
- 4:1 ratio of attention to positive versus negative behavior.

## **A Arrange the Environment for Safety and Success**

- Create a Positive Physical Space
- Physical arrangements
- Guidelines for Success
- Organizational patterns
- Expectations for students
- Expectations for staff
- Arrange and Efficient Daily Schedule
- Use an Attention Signal
- Design Effective Routines and Procedures
- Determine Level of Classroom Structure
- Develop and Display Classroom Rules

### Manage Student Assignments:

#### Procedures for Managing Student Work

- Procedures for assigning classwork and homework
- Procedures for collecting completed work
- Procedures for keeping records and providing feedback to students
- Procedures and policies for dealing with late/missing assignments

#### Procedures for Managing Independent Work Periods

- Be sure independent work you assign can be done independently by students
- Schedule independent work times in a way that maximizes on task behavior
- Develop a clear vision of what student behavior should look like and sound like during work times
- Provide guided practice on tasks for the first 10-50% of an assignment before “letting them loose”
- Develop a system that enable students to ask questions and get help

# C

## Correction Procedures

Research indicates that consequences are less effective than positive methods in changing student behavior. Consequences should not be the PRIMARY method of behavioral intervention; however, consequences do serve a purpose when integrated into a teacher's behavioral repertoire.

- Plan to implement the corrective consequence consistently
- Make sure the consequence fits the severity and frequency of the misbehavior
- Plan to implement the consequence unemotionally
- Plan to interact briefly, and without arguing at the time of the misbehavior
- I know what behavior warrants sending students to the office according to my principal or assistant principal's guidelines, and what situations I should handle in my own classroom.

Reminders, warnings and consequences can be communicated aloud, in a whisper, or non-verbally as long as the procedures has been **taught** in advance and delivered with **respect** and **dignity**.

### Reminders and Warnings

#### Nonverbal Reminders

- Teacher pause
- Teacher looks at student
- Teacher give a "teacher look" to the student
- Teacher turns and faces the student, with arms at her side
- Teacher walks near the student (proximity)
- Teacher places hand on the student desk
- Teacher points to the work the student is supposed to be doing
- Teacher give a nearby student a positive behavior coupon
- Teacher picks up a clipboard where she keeps track of individual student behavior
- Teacher uses a prearranged hand signal to warn the student

#### Verbal Reminders

- Teacher says the name of student, either privately or in front of the class
- Teacher states the class rule aloud to the class
- Teacher comments on other student who are behaving appropriately (indirect cuing)
- Teacher tells the student-either privately or publically-that, if he continues, a particular consequence will occur
- Teacher says to the student "that's one." At "three," the student knows that a particular consequence will occur
- Teacher lets the class know that the group motivational system (reward) is in jeopardy
- Pre-Correction

### Sample Classroom Consequences

- Teacher asks the student to change seats temporarily or permanently
- Teacher alters student's class participation points & records misbehavior
- Student is directed to take a time-away from the activity
- Teacher informs students that "time is owed"
- Private meeting is arranged between teacher and student, either after class, lunch, or after school
- Teacher gives a after-school or lunch detention to the student
- Teacher issues a demerit (3 demerits = ?????)
- Teacher removes an individual privilege, such as time spent at freetime/computer/social time, etc.
- Teacher gives a brief, calm, close verbal reprimand stating expected behavior
- Teacher delivers a signal, gesture, look or points to a "behavior poster Teacher assists student with TEACHING & PRACTICING the expected behavior at the time of the infraction
- Student completes of a self monitoring or reflection/behavior improvement form
- Restitution for the infraction
- Teacher places a warning/referral slip on student's desk with the understanding that if the student "behaves" appropriately until a certain time, he can tear up the slip
- Teacher initiates a parental contact

### Sample Common Area Corrections

- Use proximity correction
- Give a gentle verbal reprimand-some types include: quick one liner, instructional and/or humorous
- Keep a record of the behavior
- Written notification to teacher
- Assign a timeout-"Stay right there for 30 seconds"
- Assign a timeout in a specified location
- Timeout with supervisor-"Stay with me for 1 minute"
- Have student fill out a Behavior Improvement Form
- Require restitution by the student (e. g, apology, go back and walk)
- Issue a demerit in cafeteria or playground (3 demerits = one to three days of Recess 101 with a highly skilled assistant; Restricted area or assigned table; Assigned to work with counselor; Work detail

### Time

- Time is an ally, working on the side of growth in a period of the development when life has a tremendous forward thrust.
- Life is to be lived now, not in the past, and lived in the future only as a present challenge.
- Ceremony and ritual give order, stability, and confidence to troubled children and adolescents whose lives are often in considerable disarray.
- In growing up, a child should know some joy in each day and look forward to some joyous event for the morrow.

- **Strategies Supporting Proactive Use of Time:**

# T

## Teach Expectations

- Organizational patterns
- Expectations for students
- Expectations for staff
- Arrange and Efficient Daily Schedule
- Design Effective Procedures, Routines and Transitions

## **Kinds of Time**

- Allocated time is the total amount of hours a students spend in school (the time periods you *intend* for your students to be engaged in learning activities)  
Variables: length of day, lunch, recess, student absences
- Engaged time is the time students spend participating in learning activities/instruction
- Academic learning time is when learning occurs (this is time where students achieve)  
Variables: organizational activities, interruptions

## **To Maximize Instructional Time:**

- Routines and procedures run smoothly with minimal prompting from the teacher; students know their responsibilities and do not have to ask questions about what to do.
- Students share responsibility for the operations and routines in the classroom.
- The lesson progresses at a rapid pace such that students are never disengaged, and students who finish assigned work early have something else meaningful to do.
- Students are never idle while waiting for the teacher (for example, while the teacher takes attendance or prepares materials).
- The flow of the lesson is never impeded by inappropriate or off-task student behavior, either because no such behavior occurs or because when such behavior occurs the teacher efficiently addresses it.

*“If a teacher increases instructional time by just fifteen minutes a day through the use of more efficient routines and procedures, students in that classroom would gain forty-five hours of instructional time per year”*

*“When students can predict the events throughout their school day, they are more likely to **be engaged** and less likely to display problem behavior. One way to increase predictability in a classroom is to establish routines, particularly early in the school year” (Kern & Clemens, 2007, p. 67)*



### What is a Procedure?

- Procedures explain the accepted process for carrying out a specific activity, such as walking in the hallway, using lockers, sharpening pencils, attending an assembly, going to the restroom
- Procedures should be succinct, positively stated and in taught in age-appropriate terms
- Keep “Who, what, when, where, why, and how” in mind
- Clear procedures, taught and consistently enforced are the most critical tool to create a functional and productive learning environment

### What is a Routine?

- Continuous following of procedures will eventually form routines that help students meet expectations stated in the classroom expectation/rules
- Routines provide consistent process for common experiences such as transitions

### What is a Transition?

- Time periods that exist *between* times allocated for learning activities
- Transition time is the time it takes to change from one activity to another
- **Transition** refers to a change
- Transitions provides students with an opportunity for learning.... preparing for the experience to follow
- Because transition time tends to be less structured, students tend to be more disruptive
- Types of transitions:
  - Transitions between activities
  - Transitions between multiple settings
  - Transitions between programs

Examples:

- Changing from one subject to another
- Moving seats for group activity
- Changing classrooms
- Coming/Going to lunch or PE
- Getting students assembled and attentive
- Getting students attention away from independent reading and preparing for a class discussion
- Ending the reading block and beginning the math block
- Morning arrival from breakfast/bus area into the classroom
- Gathering for circle or meeting time
- Ending the class period and moving into clean up time
- Lining up to go to different places
- Returning from Art and Settling down before next activity
- Changing groups or activities
- Waiting for others to complete assignment and end of period

## What Makes Effect and Efficient Transitions?

- Well planned and taught transition procedures
- Clear expectations of student behavior during transition
- Student readiness, to end a current activity and to begin a new one
- Teacher readiness for the next activity
- Transitions that are orderly, efficient, and systematized, and require little teacher direction
- There is minimal prompting from the teacher
- Students know their responsibilities and don't have to ask questions about what to do
- Students are never idle while waiting for the teacher

## **STRATEGIES FOR IMPROVING CLASSROOM TRANSITIONS**

### Classroom Transitions

- Communicate clearly when activities will begin and when they will end.
- Maintain a visual schedule that is reviewed and referred to frequently. When changes are to occur in the schedule, point them out in advance.
- Give specific instructions about how students are to switch from one activity to the next.
- Clearly teach, model, and have students practice and rehearse all procedures that will occur during changes of activities. This includes such things as the students' quick and quiet movement from their desks to the carpet area, putting away/taking out materials, and so forth.
- Use **signals** for transitions (e.g. chimes, xylophone, playing a recording of a specific song or part of a song, flashing lights, a clapping pattern, prompts such as "1,2,3...eyes on me").
- A signal indicates that an activity is coming to an end and children need to finish whatever they are doing.
- Some teachers signal and tell students they will have a brief amount of time (3-5 minutes) to finish what they are working on before the next activity, or to clean up. They then set a timer for that amount of time.
- Primary grade teachers typically use songs or chants for transitions (e.g., for cleaning up, moving to the rug).
- Provide direct teacher guidance and prompting to those students who need it during transitions.
- Acknowledge/Reward smooth transitions. Many teachers use individual points or table points to reward students or rows/table clusters of students who are ready for the next activity. The reward is typically something simple like being the first row or table to line up for recess.
- Be organized in advance with prepared materials for the next activity.

## **Transitioning From Out-Of-Classroom Activities Back To The Classroom**

- It is helpful for teachers to meet their students after lunch, PE, recess, and other activities outside of the classroom – and walk them quietly into the classroom.
- Set a goal for the class (e.g., everyone enters class after lunch/recess and is quiet and ready to work by a certain time). On successful days of meeting that goal, the class earns a small reward. See chapter 8 of CHAMPS for Classwide motivational strategies.
- Use relaxation and imagery activities or exercises for calming after recess, lunch, and P.E. Playing music, singing, and/or reading to students at these times is also often effective.
- Explain how you want students to travel within the classroom setting.
- Practice moving so students understand the concept of which direction they are supposed to move.
- Acknowledge/Reward students for properly following the directions.
- Post a sign/bulletin board to reinforce the concept.

## **Signaling Transition Time**

- Switch lights on and off
- Use music as a trigger for transition
- Utilize a specific hand-clapping pattern
- Sing a song
- Verbally ask students for their attention (“Eyes on me”)

## **Out-Of-Classroom School Settings**

- Teach, model, and practice appropriate behaviors and expectations for out-of-classroom activities (e.g., in the cafeteria, passing in hallways, during assemblies).
- Assign a buddy or peer helper to assist during these transitional periods and out-of-classroom times.
- It is important to have school-wide rules/behavioral expectations so that all staff members calmly and consistently enforce through positive and negative consequences.
- School-wide incentives and positive reinforcers (e.g., “caught being good tickets” redeemable for school prizes) are helpful in teaching and motivating appropriate behaviors outside of the classroom.
- For students who have behavioral difficulty on the bus, an individual contract or including the bus behavior on a Daily Report Card should be arranged (with the cooperative efforts of the school, bus driver, and parent).
- Special contracts or some type of individualized behavior plan with incentives for appropriate behavior may need to be arranged for the playground, cafeteria, or other such times of the day.
- If using a Daily Report Card or monitoring form of some type, no reports of behavioral referrals or incidents in out-of-classroom settings for the day can result in bonus points on the report card.
- Increase supervision outside of the classroom, and provide more choices of activities that children can engage in (e.g., hula hoops, jump rope, board games, library/computer, supervised games).

- It is important that all staff is aware of the struggles children with ADHD have in non-structured environments. Awareness training of ADHD should be provided for personnel involved with supervision outside of the classroom
- Staff members should identify and positively target those students in need of extra support, assistance, and careful monitoring outside of the classroom.
- Increase supervision during passing periods, lunch, recess, and school arrival/dismissal.
- It is helpful to have organized clubs and choices for students before and after school, and during the break before/after lunch.
- Plan your transition activities each day. Include them in your written lesson plans. They, too, have a beginning, middle, and end like other lessons you develop.
- Make sure all of your teaching materials and children's materials are ready for the day and accessible to the activity area. Any missing part of this preparation may cause a wait time for the children.
- Reduce the total number of transitions in your day.
- As much as possible, eliminate waiting time until everyone is finished.
- Give children warnings before transitions occur. When children are actively playing, they might resist having play disrupted. Give children notice three to five minutes before they have to put the toys away. This shows respectful caring.
- Give children who take a long time or have difficulty with transitions individual guidance. Give them a five-minute warning versus three for other children. Model clean up and physically give them help to get them through the routine change.
- Give advance publicity for the next activity. Make sure enjoyable activities follow less motivating periods. "After we clean up, we're going to make a delicious snack with peanut butter."
- Use one-step, two-step, or three-step directions appropriate for the age of the child. The young child or a child with a cognitive or language delay needs fewer directions. A good rule of thumb is one direction for each year (or less).
- Touch, physically guide, and speak individually to younger or less mature children and those new to the program, to help them through the transition.
- If possible, position one staff member at the new area to engage children in the new activity. Do or have something to grab their attention. Motivate them to come.
- Give children a task if they must wait. Daily routine and transitions are invaluable learning times for children. This is a great opportunity to practice cognitive skills such as counting; or social language, or eye hand coordination skills. Encourage cooperation between children. Ask them to work together to set out the lunch, bring in the bikes or take down decorations.
- Avoid moving the whole group from one activity to another when possible. Divide children into smaller groups to move them from one place to another. This cuts down on confusion, distractions and milling around.
- Develop a bag of tricks to help you out of sticky situations

## Classroom Procedures, Routines & Transitions

Transition/Procedure	Student Behaviors	Teacher Behaviors
<b>Entering the Classroom</b>	<ul style="list-style-type: none"> <li>✓ enter the room quietly</li> <li>✓ greet teacher/students</li> <li>✓ use a conversational (level 2) or 'inside voice'</li> <li>✓ keep hands, feet, objects to self</li> <li>✓ walk</li> <li>✓ move directly to desk or assigned area</li> <li>✓ hand in homework</li> <li>✓ begin bell work activity</li> <li>✓ sit quietly &amp; be ready for class</li> </ul>	<ul style="list-style-type: none"> <li>✓ greet students</li> <li>✓ circulate and scan</li> <li>✓ praise compliance</li> <li>✓ make reference to schedule</li> <li>✓ assist with questions regarding bell work</li> </ul>
<b>Opening Activities</b>		
<b>Tardy/Coming in Late</b>		
<b>Not Prepared with Materials</b>		
<b>Returning After an Absence</b>		
<b>Wrapping Up End of Day/Class</b>		
<b>Dismissal</b>		
<b>Teacher-Directed</b>		
<b>Small Group</b>		
<b>Class Discussion</b>		
<b>Partners</b>		
<b>Independent Work</b>		
<b>Coming into Classroom</b>		
<b>Activity to Activity</b>		
<b>Classroom to Special</b>		
<b>Whole Group to Small Group</b>		
<b>Class Discussion</b>		

## **Academic and Social/Emotional Growth**

- The cognitive competence of children and adolescents can be considerably enhanced; they can be taught generic skills in the management of their lives as well as strategies for coping with the complex array of demands placed on them by
  - Competence makes a difference; children and adolescents should be helped to be good at something, and especially at schoolwork.
  - Self-control can be taught and children and adolescents helped to manage their behavior without the development of psychodynamic insight; and symptoms can and should be controlled by direct address, not necessarily by uncovering therapy
  - The body is the armature of the self, the physical self around which the psychological self is constructed.
- 
- **Strategies Supporting Academic and Social/Emotional Growth:**

# **P**

## **Prepare Effective Instruction**

- Maximize student engagement
- Gain attention
- Perky Pace
- Connect with kids
- Teach with enthusiasm
- Opportunities to Respond (OTR's)

# **M**

## **Monitor / Observe Behavior (Supervise!)**

Without monitoring, even responsible adults will push the limits.

In the common areas, this involves organizing supervision to insure that:

- A sufficient number of adults are present
- Friendly, respectful behavior is modeled.
- The adults are coordinating with and supporting each other
- Students receive consistent information on what is acceptable and not acceptable
- Use data to spot long-term trends and set priorities for improvement.
- Circulate, Visual and Auditory Scanning
- Being Active (moving, scanning)
- Being Positive (connecting, positive reinforcement)
- Responding to Problems
- Communicating

## References

**[CHAMPS: A Proactive and Positive Approach to Classroom Management](#)** Sprick, R.S., Garrison, M., & Howard, L. (2009) (2nd ed.). Eugene, OR: Pacific Northwest Publishing.

**[Coaching Classroom Management: Strategies and Tools for Administrators and Coaches](#)**. Sprick, R.S., Knight, J., Reinke, W., & McKale, T. (2010) Eugene, OR: Pacific Northwest Publishing.

**[Discipline In The Secondary Classroom: A Positive Approach To Classroom Management](#)** Sprick, R.S. (2006) (2nd ed.). Eugene, OR: Pacific Northwest Publishing.

**[Foundations: Establishing Positive Discipline Policies](#)** [Video program]. Sprick, R.S., Sprick, M.S., & Garrison, M. (2002). Eugene, OR: Pacific Northwest Publishing.

**[Interventions: Evidenced-Based Behavior Strategies for Individual Students \(2nd ed.\)](#)**. Sprick, R.S., & Garrison, M. (2008). Eugene, OR: Pacific Northwest Publishing.

**[The Tough Kid Book](#)**. Rhode, G., Jenson, R.J., & Reavis, H.K. (2010). Eugene, OR: Pacific Northwest Publishing.

### **The Following Websites Are Excellent Resources To Learn More About Re-Education**

[Washington Re-EDucation Association \(WAREA\) \(www.warea.org\)](#)

[AREA – The American Re-EDucation Association \(RE-ED.org\)](#) Information about the American Re-EDucation Association and its Member Organizations.

[CCBD – Council for Children with Behavioral Disorders \(CCBD.net\)](#) Information, Conferences, Materials and Journals related to working with children with Behavioral Disorders.

[LSCI – Life Space Crisis Intervention Institute \(LSCI.org\)](#) Information about Life Space Crisis Intervention and its effectiveness in working with troubled and troubling children and youth.

# Welcome to Behavior In Schools

*BehaviorInSchools provides the professional development your educators need to:*



**Create positive and proactive learning environments for your school, classrooms and individual students**

- Deliver and implement proven practices and strategies that establishes a positive school climate, achieving classrooms and skills to manage challenging students
- Develop a continuum of supports for ALL students through a Positive Behavior Intervention & Supports and Response to Intervention (RtI) framework

Bringing almost 30 years of real-world experience into districts and classrooms, *BehaviorInSchools* offers a full range of staff development services. Evidence-based practices combined with easy to understand application procedures, supports K-12 educators in developing practical behavior management skills and strategies that can be implemented immediately.

Through workshops, consultation and coaching, *BehaviorInSchools* has positively impacted teachers and administrators daily practices in hundreds of schools and classrooms. Professional development trainings offered through *BehaviorInSchools* provide staff with the expertise needed to bring lasting positive change to YOUR school.

*BehaviorInSchools* assists administrators in customizing a plan to fit the specific needs of the district, schools and/or classrooms. Services include concentrated one-day training sessions, on-site coaching and consultation as well as training and support of multi-year school-wide efforts to establish Positive Behavior Supports within a tiered system of services.

*BehaviorInSchools* provides K-12 administrators, regular and special educators and support personnel with tools to support all students and prevent behavior problems.

**Trainer - Tom Stacho** As BehaviorInSchools (BIS) Staff Development & Training Director, Thomas J. Stacho, Ed.S. is responsible for the creation and implementation of the professional development services offered from BehaviorInSchools. He oversees all consultation and professional development services implementing evidenced-based practices when working with educators.



Tom's career spans almost 30 years and includes a variety of positions ranging from classroom teacher to school psychologist to program coordinator. He holds an Education Specialist (Ed.S.) degree in school psychology from Kent State University.

Tom is a member of the Adjunct Faculty at Ashland University. He has provided workshops and presentations at numerous professional conferences, and has been involved in training and consultation with schools, agencies, and alternative programs throughout the United States. Tom is a member of the National Association of School Psychologists (NASP). He enjoys biking, hiking and progressive rock music. His positive and proactive approach to behavior management is brought to life through *BehaviorInSchools* professional development and consultation.