

Daily Positive Affirmations and School Pledges in Creating Student Success

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Introduction

In many schools, either morning announcements, PBIS pledges, or some sort of positive affirmation is repeated throughout the year or in the school day. With students hearing these affirmations, do they truly make a difference in creating a positive school environment to help with student success? Or are these just expectations?

Examples of positives affirmations and pledges:

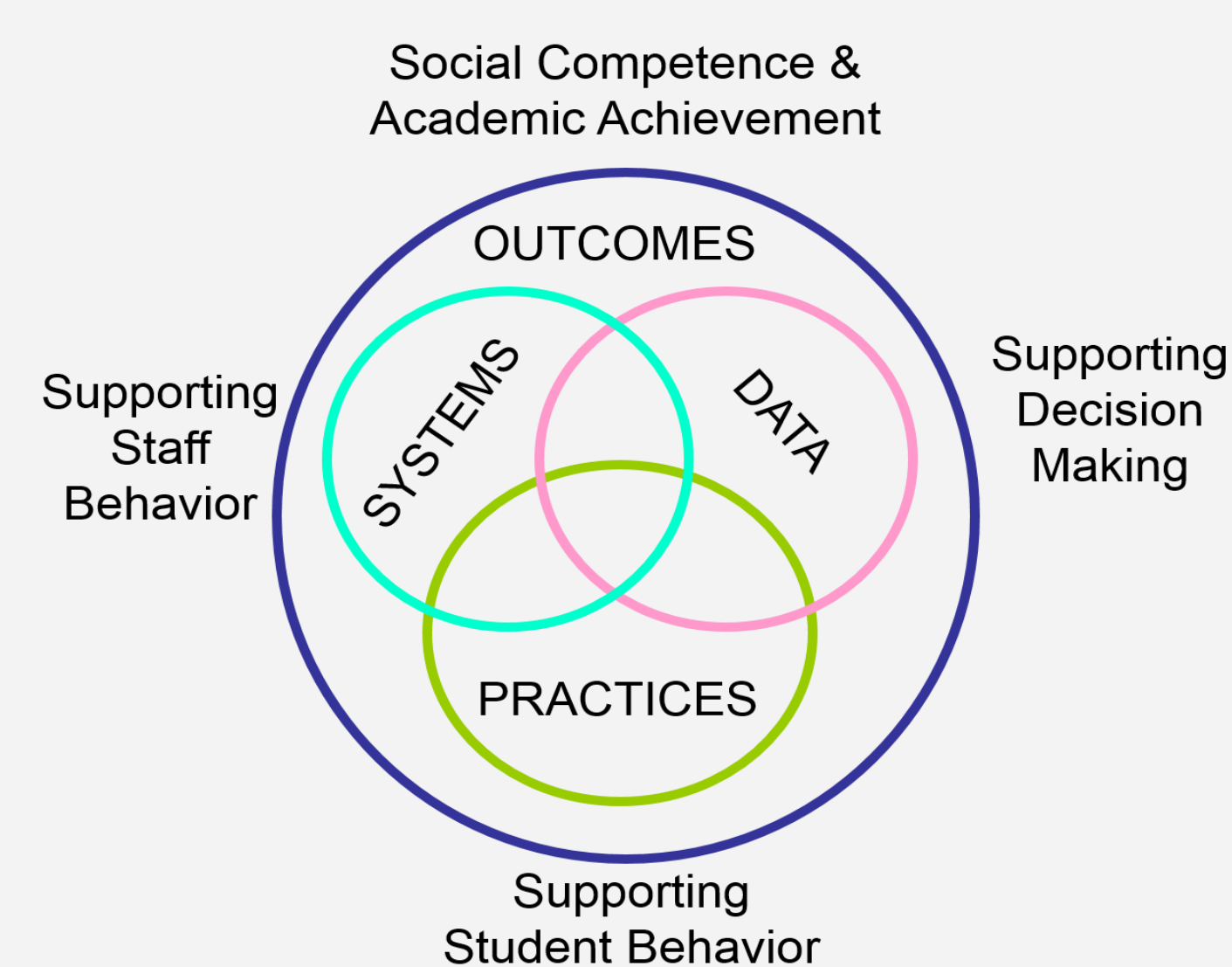
- “Be Peacemakers and Not Peace breakers”
- “I will be responsible, I will use respect, I will be cooperative, I will be kind, and I will use self—discipline”.



*Margolis & McCabe, 2006

As a school counselor, it has been proven that having positive affirmations repeated in the school day helps with creating a positive school environment . Last year, students were given a lesson on being peacemakers vs. peace breakers. Once students understood the phrase, it was turned into a positive affirmation to be a peacemaker and not a peace breaker. Students started to repeat the affirmation and was able to identify how this could be possible in the school setting. Students were also able to identify how they can use this affirmation in their own personal lives. Our students are also involved in the PBIS program (students hear the PBIS school pledge in the morning announcements, during class, during specials, and receives points on Class Dojo for exemplifying these components) and Social Emotional Learning (Overcoming Obstacles curriculum and classroom counseling lessons).

PBIS.org



Literature Review

As soon as students start school, they are expected to have certain skills that will help them to overcome social and academic demands of the school environment (Lane, Givner, & Pierson, 2004). Students are given expectations within in the school to follow and in the classroom as well. Most schools adopt positive behavior and supports for all students to focus on. These expectations show up in school mottos, positive affirmations presented in school pledges, and in the classroom when teachers provide points to students who display these expectations during class. Once students have enough points by displaying these expectations, they are then given a reward individually or as a class. Early childhood years are seen as extremely important in healthy development when it comes to one's belief system , positive affirmations can help empower and encourage students (Szente, 2007). Positive school affirmations and school pledges are created in mind to empower and encourage students to display positive school behavior. Self—efficacy is key in motivation with students believing in their ability to be successful in school and in believing in their selves (Szente, 2007). To help students to want to be successful in school, they must first believe in their selves and in their ability to be successful. Teachers can help students create a “can do” attitude by helping students create self—efficacy (Margolis & McCabe, 2006).

Social Emotional Learning (SEL) and Positive Behavioral Interventions and Supports (PBIS) are widely used approaches that are evidence based to help identify student mental health (Cook, Frye, Slemrod, Lyon, Renshaw, Zhang, 2015). With these programs helping student's mental health, a whole child approach can be focused on to help with student's academic, social emotional, behavior, career readiness, self—awareness, self—management, social awareness, relationship skills, and responsible—decision—making.



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Methods

A PBIS trial was conducted with thirty seven elementary schools for five years to examine the effectiveness of PBIS, staff identified that there was a significant impact from PBIS on the school's organizational health (Bradshaw, Koth, Thornton, Leaf, 2009).

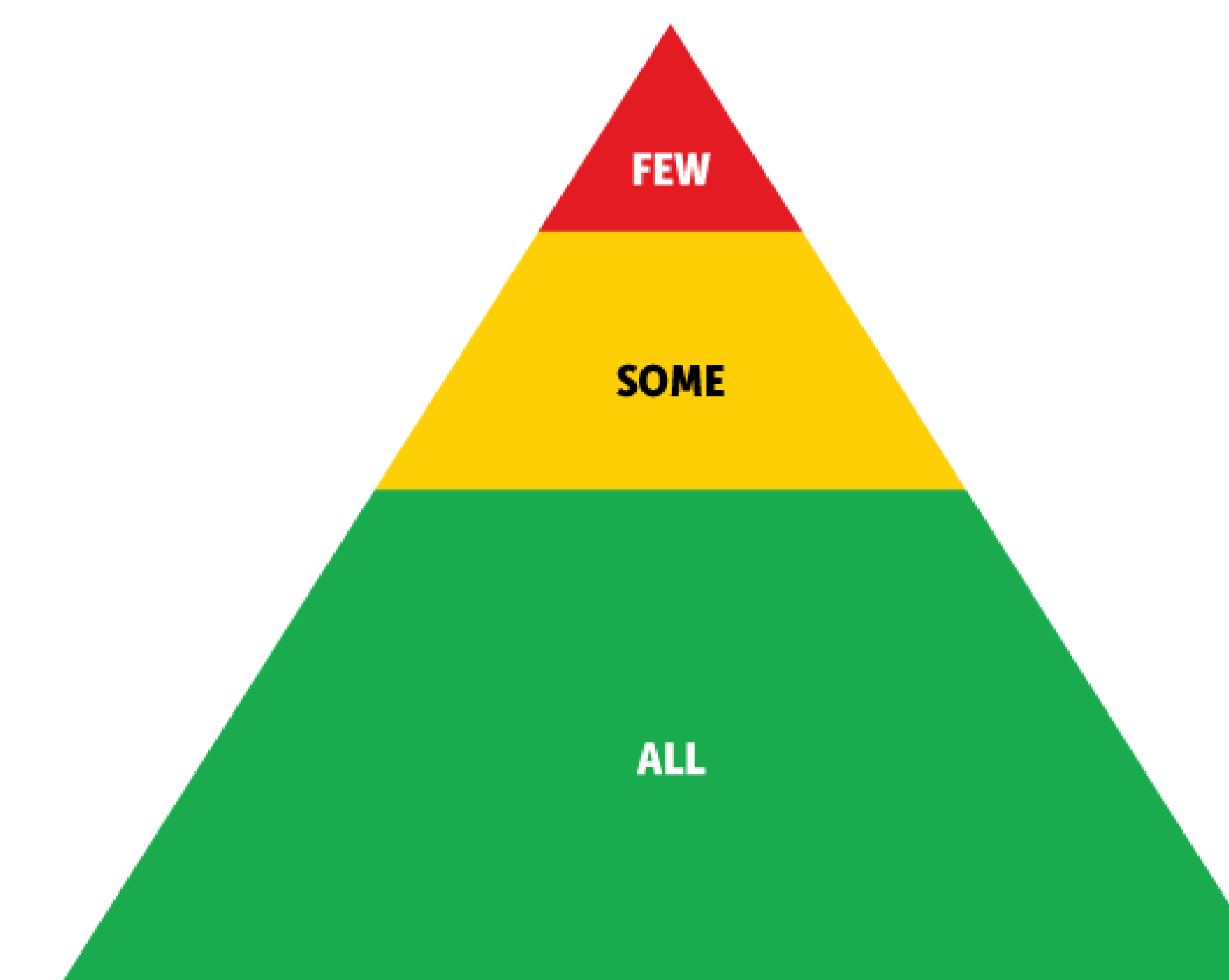
PBIS daily pledges can also be used in the school counseling program. PBIS pledges can have a focus on SEL which can be used in classroom counseling lessons for all students. PBIS daily pledges and positive affirmations can be observed in the ASCA Mindsets and Behaviors.

Mindsets

- Belief in development of whole self
- Self—confidence
- Belonging in school
- Positive attitude towards school

Behavior

- Helping in learning strategies by creating self—motivation
- Creating self—management skills within in the school and classroom
- Creating positive social skills



pbis.org

Conclusion

Limitations of studies

- Only focus on elementary age students

Research has identified that PBIS programs have a positive effect on schools. PBIS expectations can be found in school pledges and daily positive affirmations. These positive affirmations can help with student self—efficacy that will help students to believe in their selves and in their success in the school setting. If PBIS and SEL programs are implemented correctly with the mindset of creating student self—efficacy, it can help student success. If these positive affirmations and pledges are just repeated daily like a robot, they will simply just be school expectations. The daily positive affirmations and pledges has to be apart of our school culture, presented throughout our day, and exemplified within our school and staff.

pbisrewards.org



Future Research

Future research is needed to identify if positive affirmations and school pledges help with all grade levels in the school system. Student data from different grade levels could be collected in order to identify if student's believe PBIS and SEL program's positive affirmations and pledges help with their success in school and create a positive school environment. Staff data from each grade level could also be collected in order to identify if they believe the two programs create positive change or are they just school expectations.

References

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