

The background of the slide is a light gray gradient with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance. Some are clustered together, while others are isolated.

# MANAGING BEHAVIOR

UTILIZING POSITIVE BEHAVIORAL SUPPORTS TO IMPROVE SCHOOL  
CLIMATE

# IS DISCIPLINE A PROBLEM?

- ONE OF THE EARLIEST EDUCATION TEXT WAS ON CLASSROOM MANAGEMENT (1907)
- OPINION POLLS RANK BEHAVIOR PROBLEMS AS THE MAJOR ISSUE IN SCHOOLS
- “CHILDREN TODAY ARE TYRANTS. THEY CONTRADICT THEIR PARENTS, GOBBLE THEIR FOOD, AND TYRANNIZE THEIR TEACHERS.”
  - SOCRATES ANCIENT GREEK PHILOSOPHER, 470 BC-399 BC



# SO...IS DISCIPLINE A PROBLEM?

- YES, BUT IT'S NOTHING NEW.
- STUDENT BEHAVIOR HAS BEEN A PROBLEM EVER SINCE THERE WERE STUDENTS
  - BUT IT CAN BE MANAGED IF WE FIRST CAN UNDERSTAND IT.



The background features a light gray gradient with several realistic water droplets of various sizes scattered in the corners. The droplets have highlights and shadows, giving them a three-dimensional appearance.

# MYTHS ABOUT BEHAVIOR AND BEHAVIOR MANAGEMENT

LET'S EXAMINE SOME MYTHS AND MAKE OUR OWN DECISIONS

# CHANGING ANOTHER PERSON'S BEHAVIOR IS COERCIVE

- COHESION = TO CAUSE TO DO THROUGH PRESSURE OR NECESSITY, BY PHYSICAL, MORAL OR INTELLECTUAL MEANS
- IS BEHAVIOR CHANGE COERCIVE?
  - YES
- IS THIS BAD?
  - YES AND NO

# USE OF REINFORCEMENT TO CHANGE BEHAVIOR IS BRIBERY

- BRIBERY = THE PRACTICE OF OFFERING SOMETHING (USUALLY MONEY) IN ORDER TO GAIN AN ILLICIT ADVANTAGE
  - TYPICALLY HAS AN ILLEGAL OR ILLICIT INTENT
  - REWARD IS PROVIDED BEFORE THE BEHAVIOR
- REINFORCEMENT
  - BEHAVIORS ARE TYPICALLY AGREED UPON
  - REINFORCEMENT IS DELIVERED AFTER THE BEHAVIOR

# IF YOU USE REWARDS CHILDREN WILL BEHAVE ONLY FOR REWARDS

- IF DONE INCORRECTLY THIS IS TRUE
- HOWEVER A GOOD BEHAVIOR MANAGEMENT PLAN WILL PROMOTE A SHIFT TO LESS OBVIOUS OR MORE ACCEPTABLE REINFORCEMENT

# CHILDREN SHOULD WORK FOR INTRINSIC REINFORCERS

- VERY FEW IF ANY BEHAVIOR IS INTRINSICALLY REINFORCED
- EVEN IF WE ARE UNAWARE OF IT MOST OF WHAT WE DO IS THE RESULT OF EXTERNAL REINFORCEMENT
- EVEN IF YOU BELIEVE THE ABOVE STATEMENT, IT IS A FUTILE WAY TO APPROACH THINGS,
  - SO WHAT DO YOU DO IF A CHILD IS NOT INTRINSICALLY REINFORCED TO DO/LEARN SOMETHING?

# ALL CHILDREN SHOULD BE TREATED THE SAME WAY

- MANY TEACHERS BELIEVE THAT TREATING ONE CHILD IN A DIFFERENT WAY WILL MAKE OTHER CHILDREN ACT IN DIFFERENT WAYS.
  - IF TOM GETS REWARDED FOR GOOD BEHAVIOR WHY CAN'T I?
  - THIS IS NOT TYPICALLY THE CASE
- CHILDREN ARE USUALLY AWARE OF THE DIFFERENCES OTHER CHILDREN POSSESS
  - AS WELL AS THE DIFFERENT NEEDS THEY HAVE
- ADULTS TREAT CHILDREN DIFFERENTLY EVEN IF THEY DON'T KNOW IT
  - AND KIDS ARE KEENLY AWARE OF THIS



SO...

- BEHAVIOR CAN BE A PROBLEM
  - WE CAN CHOOSE TO ADMIRE THE PROBLEM OR ACT ON IT.
  - THE FIRST ACTION SHOULD BE TO PREPARE FOR THE PROBLEM.
- 



# PREPARATION

PREPARING FOR BEHAVIOR PROBLEMS IS A GREAT PREVENTATIVE STRATEGIES

A STITCH IN TIME SAVES NINE.

ESTABLISH AND TEACH EXPECTATIONS FOR BEHAVIOR



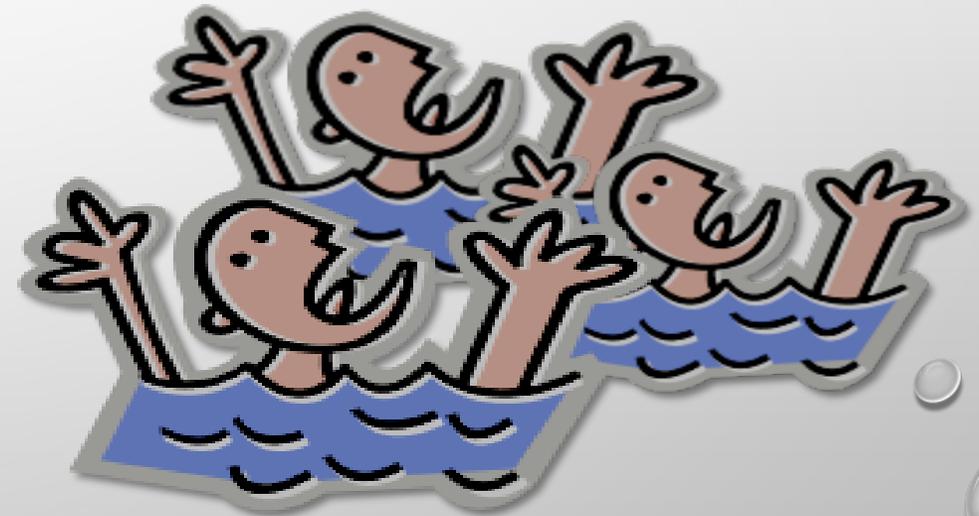
# MOVING UPSTREAM: A STORY OF PREVENTION AND INTERVENTION



IN A SMALL TOWN, A GROUP OF FISHERMEN GATHERED DOWN AT THE RIVER. NOT LONG AFTER THEY GOT THERE, A CHILD CAME FLOATING DOWN THE RAPIDS CALLING FOR HELP. ONE OF THE GROUP ON THE SHORE QUICKLY DIVED IN AND PULLED THE CHILD OUT.



MINUTES LATER ANOTHER CHILD CAME, THEN ANOTHER, AND THEN MANY MORE CHILDREN WERE COMING DOWN THE RIVER. SOON EVERYONE WAS DIVING IN AND DRAGGING CHILDREN TO THE SHORE, THEN JUMPING BACK IN TO SAVE AS MANY AS THEY COULD.



IN THE MIDST OF ALL THIS FRENZY, ONE OF THE GROUP WAS SEEN WALKING AWAY. HER COLLEAGUES WERE IRATE. HOW COULD SHE LEAVE WHEN THERE WERE SO MANY CHILDREN TO SAVE? AFTER LONG HOURS, TO EVERYONE'S RELIEF, THE FLOW OF CHILDREN STOPPED, AND THE GROUP COULD FINALLY CATCH THEIR BREATH.

AT THAT MOMENT, THEIR COLLEAGUE CAME BACK. THEY TURNED ON HER AND ANGRILY SHOUTED:

*"HOW COULD YOU WALK OFF WHEN WE NEEDED EVERYONE HERE TO SAVE THE CHILDREN?"*



SHE REPLIED, *IT OCCURRED TO ME THAT SOMEONE OUGHT TO GO UPSTREAM AND FIND OUT WHY SO MANY KIDS WERE FALLING INTO THE RIVER. WHAT I FOUND IS THAT THE OLD WOODEN BRIDGE HAD SEVERAL PLANKS MISSING, AND WHEN SOME CHILDREN TRIED TO JUMP OVER THE GAP, THEY COULDN'T MAKE IT AND FELL THROUGH INTO THE RIVER. SO I GOT SOMEONE TO FIX THE BRIDGE.*





# ALL CLASSROOM SHOULD HAVE BEHAVIORAL NORMS

- NORMS ARE
    - EXPECTATIONS OF BEHAVIOR THE TEACHER HAS FOR THE STUDENTS
  - CLEAR EXPECTATIONS FROM THE TEACHER HELP
    - ENHANCE FEELINGS OF SAFETY AND SECURITY
    - DECREASE THE COMPLEXITY OF THE CLASSROOM
    - REDUCE AMBIGUITY
- 

# RESEARCH HAS FOUND...

- EFFECTIVE MANAGERS HAD
  - CLEAR RULES FOR GENERAL CONDUCT
  - PROCEDURES OR ROUTINES FOR CARRYING OUT SPECIFIC TASK
- EFFECTIVE MANAGERS ALSO
  - SPENT THE FIRST FEW DAYS TEACHING RULES AND PROCEDURES TO STUDENTS
    - ONCE TAUGHT, RULES ARE REVIEWED REGULARLY TO ENSURE RETENTION
  - TAUGHT RULES AS CAREFULLY AS THEY WOULD HAVE TAUGHT ACADEMIC CONTENT

# WHAT DOES THIS MEAN?

- TEACHERS MUST
  - DECIDE HOW WE WANT OUR STUDENTS TO BEHAVE
  - MAKE THESE EXPECTATIONS ABSOLUTELY CLEAR TO STUDENTS
- DELIVER THESE EXPECTATION AS WE WOULD ANY CURRICULUM MATERIAL
  - INSTRUCT, TEST, REVIEW AS NECESSARY
- SO...
  - WE SHOULD HAVE A CURRICULUM AND LESSON PLANS FOR BEHAVIOR
  - THIS CAN BE AT THE INDIVIDUAL TEACHER LEVEL, GRADE LEVEL OR SITE LEVEL.

# TEACHING STUDENT HOW TO BEHAVE

- BEHAVIOR SHOULD BE TAUGHT AS A LESSON OR LESSONS
  - DEFINE TERMS
  - DISCUSS RATIONALES
  - PROVIDE EXAMPLES
    - TELL
    - SHOW
    - DO

# PREVENTION

- GOOD PREVENTATIVE STRATEGIES WILL REDUCE OR ELIMINATE MOST OF YOUR BEHAVIORAL ISSUES,
  - NO PREVENTATIVE STRATEGY WILL ELIMINATE ALL PROBLEM BEHAVIOR
- IN ORDER TO DEAL WITH THESE BEHAVIORS WE MUST UNDERSTAND WHERE THEY COME FROM.

The background of the slide is a light gray gradient with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance. The main text is centered in the middle of the slide.

# HOW DO YOU MAKE THIS HAPPEN?

IMPLEMENT A TIERED SYSTEM OF SUPPORTS

# TIERED SYSTEMS

- WHAT IS A TIERED SYSTEM?
  - SYSTEM OF SUPPORTS THAT ARE ADJUSTED IN INTENSITY BASED ON THE NEEDS OF THE STUDENT.
- THESE SYSTEMS MUST BE FLEXIBLE AND RESPONSIVE
  - RESPONSIVENESS BASED ON THE DATA THAT THE SYSTEM PROVIDES

# HOW DO THESE SYSTEMS WORK?

- STUDENTS IN NEED ARE IDENTIFIED
  - USING OBJECTIVE MECHANISMS
- INTERVENTIONS ARE EMPLOYED
  - USING DATA DERIVED FROM THE SYSTEM
- INTERVENTION RESULTS ARE MONITORED AND EVALUATED
  - OBJECTIVELY AND BASED UPON A PREDETERMINED OUTCOME
- INTERVENTION INTENSITY IS ADJUSTED
  - UP OR DOWN AND BASED ON THE RESPONSE OBTAINED

# SOUNDS SIMPLE, BUT THE DEVIL'S IN THE DETAILS

- THERE ARE SPECIFIC COMPONENTS THAT MUST BE IN PLACE TO ENSURE AN EFFECTIVE PROCESS
  - LEADERSHIP
  - TEAMING
  - PROFESSIONAL DEVELOPMENT
  - UNIVERSAL SCREENING/BENCHMARKING
  - TIERED LEVELS OF INTERVENTIONS
  - PROGRESS MONITORING
  - DECISION MAKING
  - FAMILY ENGAGEMENT

# LEADERSHIP



- “ACTIVE” LEADERSHIP IS KEY.
  - CRUCIAL IN ENSURING SUCCESSFUL IMPLEMENTATION OF TIERED SYSTEMS;
  - SETS THE CLIMATE FOR THE SCHOOL; AND
  - RESPONSIBLE FOR ALLOCATING STAFF, TIME PROFESSIONAL DEVELOPMENT AND RESOURCES AS NEEDED.

## PASSIVE LEADERSHIP



PASSIVE LEADERSHIP SAYS  
“YOU CAN DO  
OTISS IF YOU WANT, BUT  
I’LL BE IN MY OFFICE.”

# ACTIVE LEADERSHIP

Active leadership is present and engaged in the development, implementation and evaluation.



# TEAMING

- TEAMS THAT ARE
- COMPOSED OF A VARIETY OF SCHOOL PERSONNEL AND MEET REGULARLY ARE KEY!



# THE WORK OF THE TEAM

- TEAM MEMBERS WORK COLLABORATIVELY TO:
  - DETERMINE STUDENTS' STRENGTHS AND NEEDS;
  - REVIEW STUDENTS' RESPONSE TO INTERVENTIONS; AND
  - INTERPRET AND UTILIZE DATA TO DEVELOP A PLAN DESIGNED TO ADDRESS STUDENTS' NEEDS.



# PROFESSIONAL DEVELOPMENT

- BASIC AREAS FOR PROFESSIONAL DEVELOPMENT
  - ASSESSMENT & UNIVERSAL SCREENING
  - INSTRUCTION & INTERVENTIONS
  - PROGRESS MONITORING & DATA ANALYSIS
  - PARENTAL ENGAGEMENT



# PROFESSIONAL DEVELOPMENT PLAN

- START WITH IDENTIFYING GREATEST NEED.
- FOCUS ON ONE OR TWO TOPICS PER YEAR.
  - NO MORE THAN ONE-HOUR SESSIONS AFTER SCHOOL; ONE WEEK DURING SUMMER.
  - TRAIN ALL STAFF.
- PLAN FOR PRACTICE WITH FEEDBACK AND REFLECTION.



# UNIVERSAL SCREENING/BENCHMARKING

- SCREEN ALL STUDENTS MULTIPLE TIMES PER YEAR.
- IDENTIFY STUDENTS AT RISK EARLY.
  - CHOOSE SCREENERS THAT ARE:
    - RESEARCH-BASED;
    - BRIEF;
    - EASY TO ADMINISTER; AND
    - PROVIDE BENCHMARKS FOR PERFORMANCE.



# UNIVERSAL SCREENING/BENCHMARKING

- SCREENING DATA MUST BE ANALYZED.
  - SOON AFTER DATA HAS BEEN COLLECTED
  - REVIEWED AT THE BROADEST LEVELS FIRST; THEN CONTINUE TO INDIVIDUAL STUDENT DATA
  - (SCHOOL-WIDE → GRADE LEVEL → CLASSROOM → STUDENT)

# TIERED LEVELS OF INTERVENTIONS

- INTERVENTIONS ARE:
  - IMPLEMENTED FOR STUDENTS WHO ARE HAVING CHALLENGES;
  - STRATEGIES PROVEN TO WORK TO REMEDIATE AND PREVENT FUTURE CHALLENGES;
  - PROVIDED AT DIFFERENT LEVELS BASED ON THE STUDENT'S NEEDS; AND
  - INTENSIFIED OR REDUCED BASED ON THE STUDENT'S RESPONSE.



# TIERED LEVELS OF INTERVENTION-TIER 1:

- CORE INSTRUCTION FOR ALL STUDENTS:
  - STANDARDS-ALIGNED INSTRUCTION
  - DIFFERENTIATED FOR ALL STUDENTS



## TIERED LEVELS OF INTERVENTION-TIER 2:

- STRATEGIC INSTRUCTION FOR SOME STUDENTS
  - **ADDITIONAL** INTERVENTIONS FOR STUDENTS NOT MAKING PROGRESS IN TIER 1;
  - SPECIALISTS ASSIST AS NEEDED; AND
  - MINIMUM OF TWICE MONTHLY PROGRESS MONITORING.



# TIERED LEVELS OF INTERVENTION-TIER 3:

- INTENSIVE INSTRUCTION FOR A FEW STUDENTS
  - **ADDITIONAL** INTERVENTIONS FOR STUDENTS WHO HAVE RECEIVED TIER 2 AND ARE STILL BELOW BENCHMARK .
    - SUPPLEMENTAL;
    - SMALL, INTENSIVE, FLEXIBLE GROUPS;
    - BY SPECIALISTS; AND
    - MINIMUM OF WEEKLY PROGRESS MONITORING.



# PROGRESS MONITORING

- TRACKING A STUDENT'S RESPONSE OVER TIME TO THE INTERVENTIONS PRESCRIBED AS A RESULT OF HIS/HER PERFORMANCE ON A SCREENER.



# THE MONITORING PROCESS



- THE TEAM:
  - DETERMINES AREAS TO MONITOR.
  - SETS TARGETS/GOALS FOR STUDENT PERFORMANCE.
  - DECIDES ON INTERVENTION(S) TO USE.
  - DECIDES ON FREQUENCY OF COLLECTING MONITORING DATA.
  - USES MONITORING DATA TO DETERMINE IF THE STUDENT HAS MET HIS/HER GOALS, IS PROGRESSING ADEQUATELY, OR NEEDS A DIFFERENT INTERVENTION.

# DECISION MAKING



- DECISIONS ARE MADE BY THE TEAM BASED UPON INTERVENTION DATA AND INFORMATION USING RULES DECIDED UPON BY THE TEAM PRIOR TO BEGINNING THE PROCESS.
- IN OTHER WORDS, DECISIONS ARE BASED ON DATA AND NOT PERSONAL VIEWS.

# WHAT DATA ARE NECESSARY TO MAKE DECISIONS?

- WHERE STUDENTS ARE PERFORMING BEFORE INTERVENTION (FROM BASELINE).
- HOW STUDENTS ARE PERFORMING ON THE INTERVENTION(S) (FROM PROGRESS MONITORING).
- WHERE STUDENTS SHOULD BE PERFORMING (FROM NORMATIVE OR BENCHMARK PERFORMANCE).



# DECISION MAKING WITHIN THE TIERS

- POSSIBILITIES:
  - MOVING TO A MORE INTENSE TIER;
  - MOVING TO A LESS INTENSE TIER;
  - STAYING IN THE CURRENT TIER; OR
  - STOPPING THE INTERVENTION.

# WHAT IS FAMILY ENGAGEMENT?

- A SHARED RESPONSIBILITY IN WHICH:
- SCHOOLS ARE COMMITTED TO REACHING OUT TO ENGAGE FAMILIES IN MEANINGFUL WAYS;  
AND
- FAMILIES ARE COMMITTED TO ACTIVELY SUPPORTING THEIR CHILDREN'S LEARNING AND DEVELOPMENT.
- -FAMILY, SCHOOL, AND COMMUNITY ENGAGEMENT NATIONAL WORKING GROUP



# WHEN FAMILIES ARE ENGAGED, STUDENTS

- ACQUIRE LITERACY SKILLS FASTER;
- EARN HIGHER GRADES AND TEST SCORES;
- ENROLL IN HIGHER LEVEL PROGRAMS;
- ARE PROMOTED MORE AND EARN MORE CREDITS;
- ADAPT BETTER TO SCHOOL AND ATTEND MORE REGULARLY;
- HAVE BETTER SOCIAL SKILLS AND BEHAVIOR; AND
- GRADUATE AND GO ON TO HIGHER EDUCATION.





# UNDERSTANDING BEHAVIOR

WE MUST UNDERSTAND BEHAVIOR BEFORE WE CAN INTERVENE ON IT.



# ARE BEHAVIOR PROBLEMS; DIAGNOSES?

- EMOTIONAL DISTURBANCE?
  - DISRUPTIVE BEHAVIOR DISORDER?
  - OPPOSITIONAL DEFIANT DISORDER?
  - CONDUCT DISORDER?
- 
- THESE ARE NOT BEHAVIOR PROBLEMS THEY ARE DESCRIPTIONS OF CLASSES OF SYMPTOMS THAT CLUSTER TOGETHER JUST LIKE OTHER DISORDERS (SLD)



# EMOTIONAL DISTURBANCE

## (PROBABLY THE MOST MISUNDERSTOOD)

- A CONDITION EXHIBITING ONE OR MORE OF THE FOLLOWING CHARACTERISTICS OVER A LONG PERIOD OF TIME AND TO A MARKED DEGREE THAT ADVERSELY AFFECTS A CHILD'S EDUCATIONAL PERFORMANCE:
    - AN INABILITY TO LEARN THAT CANNOT BE EXPLAINED BY INTELLECTUAL, SENSORY, OR HEALTH FACTORS.
    - AN INABILITY TO BUILD OR MAINTAIN SATISFACTORY INTERPERSONAL RELATIONSHIPS WITH PEERS AND TEACHERS.
    - INAPPROPRIATE TYPES OF BEHAVIOR OR FEELINGS UNDER NORMAL CIRCUMSTANCES.
    - A GENERAL PERVASIVE MOOD OF UNHAPPINESS OR DEPRESSION.
    - A TENDENCY TO DEVELOP PHYSICAL SYMPTOMS OR FEARS ASSOCIATED WITH PERSONAL OR SCHOOL PROBLEMS.
  - INCLUDES SCHIZOPHRENIA - DOES NOT APPLY TO CHILDREN WHO ARE SOCIALLY MALADJUSTED, UNLESS IT IS DETERMINED THAT THEY HAVE AN EMOTIONAL DISTURBANCE.
- 

# DIAGNOSIS VS. BEHAVIOR

- WHICH WOULD YOU RATHER TRY...
  - CURE A MENTAL DISORDER.
  - CHANGE A BEHAVIOR.
- I WANT TO ADDRESS PROBLEMS I CAN UNDERSTAND, SO...
  - I FOCUS ON BEHAVIOR



# ASSUMPTIONS OF BEHAVIOR

NOW THAT THE FOCUS IS BEHAVIOR, LET'S TALK BEHAVIOR.





# MOST BEHAVIORS ARE LEARNED

- WE ARE BORN WITH ONLY A FEW BEHAVIORS
  - WE MUST LEARN MANY TO SURVIVE
  - WE LEARN THROUGH OUR EXPERIENCES IN THE ENVIRONMENT
  - TO CHANGE BEHAVIOR WE MUST PROVIDE NEW EXPERIENCES
- 



# MOST BEHAVIORS ARE STIMULUS-SPECIFIC

- WE ACT DIFFERENTLY IN DIFFERENT SITUATIONS
  - RATES OF THE SAME BEHAVIOR IN DIFFERENT SITUATIONS CAN BE VERY DIFFERENT
- 

# MOST BEHAVIORS CAN BE TAUGHT, CHANGED OR MODIFIED

- TRADITIONAL VIEWS OF PSYCHOLOGY IS THAT BEHAVIORS ARE ASSOCIATED WITH UNDERLYING CONDITIONS
  - HOWEVER, THERE IS A GREAT DEAL OF RESEARCH THAT DEMONSTRATES OUR ABILITY TO CHANGE BEHAVIOR REGARDLESS OF UNDERLYING CONDITIONS
- IN ESSENCE WE SHOULD NEVER SAY “THAT’S JUST HOW HE IS”

# BEHAVIOR CHANGE GOALS SHOULD BE SPECIFIC AND CLEARLY DEFINED

- WHEN WE WANT TO CHANGE BEHAVIOR WE MUST FIRST SPECIFY WHAT WE WANT TO CHANGE
  - NOT HIS ATTITUDE, BUT TALKING BACK
  - NOT HIS AGGRESSION, BUT HIS HITTING
- WE MUST ALSO SPECIFY AN AMOUNT OR INTENSITY THAT IS ACCEPTABLE
  - NOT TO BE QUIETER, BUT TO SPEAK IN A VOICE THAT CAN BE HEARD NO MORE THAN 5 FEET AWAY



# BEHAVIOR CHANGE PROGRAMS SHOULD FOCUS ON THE HERE AND NOW

- WE CANNOT CHANGE HISTORY AND IT HAS ALREADY IMPACTED BEHAVIOR IN WHATEVER WAY IT WILL
  - HISTORICAL EVENTS MAY HELP US EXPLAIN AND UNDERSTAND BEHAVIOR, BUT THEY DON'T HELP US CHANGE IT



# BEHAVIOR CHANGE PROGRAMS SHOULD FOCUS ON THE CHILD'S ENVIRONMENT

- INTERNAL EXPLANATIONS FOR BEHAVIOR ARE USELESS IN MAKING CHANGE BECAUSE WE
  - CANNOT EVER KNOW IF WE HAVE CHANGED THE INTERNAL STATE OF A PERSON
  - IF SOME BEHAVIOR IS A RESULT OF GENETICS WE CANNOT CHANGE YOUR GENETICS
- WE CAN HOWEVER, CHANGE YOUR ENVIRONMENT
  - FOCUS ON THE SETTING WE CAN CHANGE

# BEHAVIOR CHANGE PROGRAMS MAY NEED TO BE INDIVIDUALIZED

- EVERYONE IS DIFFERENT
  - DIFFERENT IN WHAT WE DO, WHEN WE DO IT AND WHY WE DO IT
  - INDIVIDUALIZATION ASSIST IN IMPROVING THE ACCURACY OF OUR PROGRAM AND ENSURING THAT WE DON'T BLAME THE CHILD
- IF OUR ATTEMPT DOES NOT WORK IT IS BECAUSE WE DID NOT MAKE THE PROPER ADJUSTMENTS

The image features a light gray background with a subtle gradient. Scattered across the scene are numerous water droplets of various sizes and shapes. Some are large and prominent, while others are small and delicate. The droplets have a realistic, glossy appearance with highlights and shadows, giving them a three-dimensional feel. The word "END" is centered in the middle of the image in a bold, black, sans-serif font.

**END**