PBIS – Tier I
New Team Professional Learning

TFI's 1.5 Problem Behavior and
1.6 Discipline Policy and Procedures

Professional Learning Roadmap

Our Focus in this Module
- 1.5 Problem Behavior Definitions
- 1.6 Discipline Policy and Procedures

Where We've Been
- 1.1   Team Composition
- 1.2   Team Operating Procedures
- 1.3   Behavioral Expectations
- 1.8   Classroom Procedures
- 1.10   Faculty Involvement
- 1.4   Teaching Expectations
- 1.9   Feedback and
            Acknowledgement

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TFI Items 1.5 and 1.6

Please see your VTSS Systems Coach
for this document.

What will we learn?

- Disciplinary policies and practices are part of a cohesive behavior support system within a school.
- Discipline is a complementary system to expectations and acknowledgements.
- Effective discipline includes opportunities for students to LEARN and PRACTICE appropriate behaviors **through an instructional approach**.

What will we do?

- Define behaviors clearly and differentiate between which is office-managed and classroom-managed.

- Create an array of instructional responses to behaviors that interfere with instruction.

- Describe a consistent discipline process in narrative or graphic format.

- Identify school policies and procedures that describe and emphasize proactive, instructive, and/or restorative approaches.

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What more will we do?

- Identify documentation procedures to track office-managed and classroom-managed behavior incidents.

- Review current office discipline referral form to ensure data collection fields exist for meaningful decision-making.

Rationale

- Clearly defined procedures support consistency in responding to behavioral infractions.

- Consistency creates conditions for increased structure, feelings of safety, and a positive learning environment.

- Defining which behaviors are addressed within the classroom versus by administration can:
    - a. improve consistency within the classroom,
    - b. provide meaningful information for problem solving,
    - c. increase instructional minutes, and
    - d. free up administrative time spent on discipline

Rita Pierson: What Mamma Said

https://www.youtube.com/watch?v=bndCdOeMO3Y

Stop and Jot

1. In your experience have you had to address a "My Mamma" rule?

1. How would your teachers accept Rita Pierson's advice in addressing the " My Mamma" rule?

1. How would your community accept this approach?

1. How would your students accept this?

As we begin to talk about policy and process…

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Activity #3

TFI 1.5 and 1.6:
Activity 3

The Science of Behavior

There is no mis-behavior!

The Behavior is Feedback for us...

A trigger for us to think...

Where is the mismatch?...

What instruction needs to happen?

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There is only.....

behavior

that meets a need (function)

and works (is reinforced)!

And sometimes….

……that **behavior**

adversely impacts

academic or social **success**

for the student, and/or peers, and/or broader community.

ABC's of Behavior

How will you share the ABC's with your staff?

- Create a system that addresses teaching and acknowledging desired behavior.

- Consider a complementary system that reteaches, provides support and consequences that lead to *increasing* the probability that *desired* behaviors will occur.

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How We *Used* to Define Behavior

Classroom-managed	Office-managed
• tardiness • running in hallway • missing materials • gum chewing • wearing hat • Incomplete work • disrespect • disruption • defiance	• physical fights • property damage • drugs, tobacco • weapons • leaving school grounds without permission • disrespect • disruption • defiance

Shared Definition of Problem Behaviors

Why would having shared definitions of behaviors be important?

VDOE Behavior Categories

A. Behaviors that Impede Academic Progress (BAP)

A. Behaviors Related to School Operations (BSO)

A. Relationship Behaviors (RB)

A. Behaviors that Present a Safety Concern (BSC)

A. Behaviors that Endanger Self & Others (BESO)

Breakout Rooms

Read the scenarios and use the VDOE Code (pg.31) to identify the category they fall into.

Snowball Fight

Variety of response practices - What questions do you have?

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Let's Practice
Classroom or Office Managed?

- Writing on the desk versus spray painting the building

- Flipping the bird versus exposing private parts

- Obscene language in conversation between peers versus language as the result of an injury versus directed at a student or staff

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What evidence distinguishes each?

Classroom-Managed *Data and Observations*	Office-Managed *Data and Observations*
…or situationally	appropriate…

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Completing T-charts with Staff

- Share discipline data identifying the top 5 behaviors and any descriptive data

- Ask staff: What do you notice?

- Arrange staff in vertical teams (multiple perspectives)

- Assign each team one of the top 5 behaviors and provide them with the descriptive data

- Ask teams to draw a t-chart with identified behavior at the top

- Ask teams to identify behavioral examples of what office and classroom managed behaviors look and sound like and connect to the VDOE behavior categories.

Break

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Poll Questions

1. Are you wearing pajamas or workout clothes?

2. Have you had more than three snacks today?

3. Did pets or children interrupt you during our three days together?

4. How confident are you this work will support your return to school?

Instructional Responses for Classroom Managed Behaviors

- Restructure/revise classroom practices based on student needs.
- Adjust pacing of instruction to increase on-task behavior.
- Actively observe and plan for ignoring low-level misbehavior.
- Change student seating.
- Provide immediate positive feedback when students engage in expected behavior.
- Respond calmly, restating the desired behavior.
- Use progress-monitoring tools (behavior charts with replacement behavior, reflection sheets, monitoring forms)
- Communicate/collaborate with parents/guardians and the student's counselor and/or case manager regarding student behavior, teacher-based actions and to problem solve.

Instructional Responses for Classroom Managed Behaviors cont...

- Re-teach desired behavior.
- Problem-solve the behavior during a teacher-student conference using active listening.
- Establish and consistently implement corrective responses to the student misbehavior (positive practice, community service, restitution, loss of time for a valued activity, in-class timeout (<10 minutes), time out in another class under adult supervision, loss of privileges)
- Facilitate restorative practices with the students and person(s) affected by the student's behavior.
- Assign a working lunch to facilitate re-teaching or making up missed work (working lunch with teacher, review a social story, reteach behavior)

Discipline Process

Please see your VTSS Systems Coach for this document.

Discipline Process: Continuum of Support for Discouraging Interfering Behavior

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Response Strategies

What is the single most commonly used but least effective method for addressing undesirable behavior?

The single most commonly used but least effective method for addressing undesirable behavior is to verbally scold and berate a student (Albetro & Troutman, Revised 2012).

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Discouraging Interfering Behavior

Please see your VTSS Systems Coach for this document.

Variety of Response Practices

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What effective practices are currently in place for responding to a full range of interfering student behavior? How are these vulnerable decision points effectively addressed?

Breakout Rooms

1. What effective practices are currently in place for responding to a full range of behaviors that interfere with learning?

2. How do we know what's effective?

Fauquier County Taylor Middle School

Please see your VTSS Systems Coach for this document.

How do you respond?

https://www.youtube.com/watch?v=VTbbYLvhDSM&t=1s

Considerations for Consequences

- How we respond to behavior will have implications for whether that behavior will continue.

- We need to be powerful and well-educated about how our responses can be most effective.

- There are several key things to think about…

Goals of Effective Responses

- _____ the behavior that interferes with learning and engage the students in the expected behavior.

- _____ the likelihood that the interfering behavior will NOT happen again.

- _____ escalation of the problem behavior.

| **Avoid** | **Interrupt** | **Increase** |

What do you think?

Effective Responses

- Planned ignoring
- Physical proximity
- Behavior specific praise - statements delivered to students engaged in expected behavior
- Direct eye contact – "teacher look"
- Re-teaching of expectations/rules

- Re-direction
- Differential reinforcement
- Verbal warning-reminder
- Visual cue (e.g. hand signal)
- Private talk/problem solve with student

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Resources

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Take a Break and Consider....

Classroom-Managed

If interfering student behavior persists, begin using classroom-managed behavior data collection tools to collect data for problem solving and informed decision-making.

Data Collection Fields

- Student's name
- Date
- Time of incident
- Location of incident
- Student's teacher
- Student's grade level
- Referring staff
- Others involved

- Problem behavior
- Possible motivation
- What was happening before the behavior (antecedent)?
- Possible consequences
- Administrative decision
- Follow up communication
- Other comments

TFI 1.5 and 1.6:Activity 6, p. 49-50

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When the interfering behavior takes us here...

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What is the system or procedure for referring a student to the office?

- Do you complete an office referral electronically?

- Do you complete an office referral on paper?

- What is the procedure for getting a student to the office (call to office, student goes to the office)?

- What's the administrator's disposition and is it communicated to referring teachers?

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What is the purpose of the office discipline referral form?

Is it used as an intervention?

Is it used to collect data?

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Discipline Process: Continuum of Support for Discouraging Inappropriate Behavior

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Procedures

Continuum of Support for Behavior

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When There is a Continued Need for Support

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What do we do when responses aren't changing behaviors?

Referral Form

Please see your VTSS Systems Coach for this document.

VDOE Positive & Preventative Code of Student Conduct Policy

VDOE Guidance for Administrators:
Level 1: intended to prevent further behavioral issues while keeping the student in school.
Level 2: designed to prevent further behavior issues and keep the student in school. Depending upon the severity of the behavior, short-term removal of the student from the classroom may be appropriate.
Level 3: Dependent upon the severity, chronic nature of the behavior and/or safety concerns, Level 3 behaviors may result in the student's short-term removal from school.
Level 4: After a review of the incident in context, the superintendent o designee may return students to the comprehensive setting with additional supports and/or responses to be implemented.
Level 5: reserved for those behaviors that require a referral to the superintendent or designee.

Alternatives to Suspension

- Conference with parent/guardian and/or student
- Additional social skills instruction
- Behavior support plan
- Restriction from extracurricular activities
- Connection to mentor
- Restitution

TFI 1.5 and 1.6 Activity 5, pg. 49

Alternatives to Suspension cont…

- Break or reflection room
- In-school suspension
- Lunch or after-school detention
- Athletic restrictions
- Community service
- Alcohol/drug assessment

Return from Suspension
What is the plan?

- If it is necessary…how are we preventing it from happening again?
    - Problem solving
    - Behavior support plan (or revisions to)
    - Connection to mentor
    - Restitution
    - Addition of social skills instruction

Early Childhood Behavior Flowchart

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Continuum of Supports

Please see your VTSS Systems Coach for this document.

High School Example

Please see your VTSS Systems Coach for this document.

Norfolk Example

Please see your VTSS Systems Coach for this document.

Action Planning

Poll Questions for Progress Monitoring

1. What documents can be used to track behavior referrals?
2. Each school needs continuum of support to deter inappropriate behaviors?
3. Our school can create a system of common responses to behavior with….?
4. The new VDOE Code of Conduct is aligned to VTSS by…..

How are we doing?

1. Do you feel you can confidently engage faculty in an exercise to clearly define office managed versus classroom managed behaviors?

2. Do you have a plan for creating opportunities for students to LEARN and PRACTICE appropriate behaviors through an instructional approach?