



When Kids Act Bad: Considerations for Administrative Decisions

Florida's Positive Behavior Support: MTSS Project
2015



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Objectives

- Review key principles of discipline in schools that implement PBS with fidelity
- Provide ideas for instructional and preventative strategies for behaviors that result in an office discipline referral
- Create kinder, gentler, more creative disciplinarians

Setting the Stage for Effective Admin Decisions



Considerations

- Effective classroom practices
 - Teach the school-wide expectations
 - Establish/teach effective classroom rules
 - Establish/teach procedures & routines
 - Acknowledge appropriate behavior
 - Actively engage learners
 - Respond effectively to problem behavior
- Effective use of "minor" forms, discipline process
- Information for data collection

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Verbal De-Escalation

- Kansas PBIS TA Network: <http://ksdetaasn.org/cms/index.php/esi-resources>
- De-escalation training: <http://bit.ly/17hvdGR>

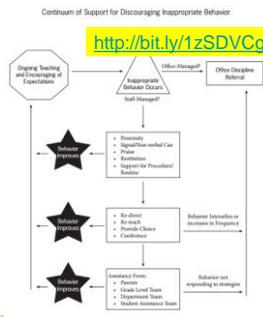
Appropriate Responses to the Seven Phases of the Escalation Cycle

Managing the Cycle of Acting-Out Behavior in the Classroom (Colvin, 2004)

- <http://bit.ly/17hvdGR>
- Phase 1: Calm**
Classroom Structure & Quality Instruction
- Supervise, reduce distractions, and provide quiet space.
 - Establish and teach CLEAR expectations and acknowledge and praise compliance.
 - Establish routines to decrease downtime and disruptions.
 - Plan ahead for transitions and entry and exit routines.
- Phase 2: Triggers**
- Identify the situation where the behavior is likely to occur.
 - Use pre-correction to teach appropriate response. Rehearse the expectations, prompt or remind students as needed, provide specific praise and reinforcement.
 - Work with all staff and faculty to teach and reinforce social skills.
 - Group social skills, anger management, community services.
- Phase 3: Agitation**
- Show empathy; recognize the student's problem and communicate concern.
 - Redirect and help the student become engaged in activity, lesson or task (passive or movement).
 - Provide choices.
 - Provide space in a quiet area or allow students to disengage briefly or put their heads down.
 - Use proximity or brief instructions; show acceptance.
- Phase 4: Acceleration**
- Praise and Announce: "Is this an emergency situation?"
 - Avoid escalating the student's behavior.
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Minor Behaviors

- Missouri PBIS Network:
<http://pbismissouri.org/teams>
- Tier 1 Workbook - Discouraging Inappropriate Behavior



Principle # 1: Build on your Foundation

Your PBS system provides a framework for support.

- Always refer back to the school-wide expectations and rules
 - Prompts, generalization
 - Framework for restorative chats, problem solving
 - School climate, peer pressure, positive behavior contracts
- Use discipline data to inform monthly behavioral instruction and reward activities
- Repeat offenders are there because Tier 1 is not sufficient for them
 - Lots of repeat offenders suggest changes to Tier 1 may be needed

What do we mean?



DAVE

- Explosive temper
- Talks back to adults
- Generally annoying

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Dataland School:

PBIS Framework in Action

- ✓ Be Safe
- ✓ Be Respectful
- ✓ Be Responsible
- ✓ Demonstrate a Positive Attitude



1. K- 12
2. Just over 1,000 students
3. Mixed academic performance

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Dataland school

- **Daily lessons** on the school-wide expectations, and the skills needed to demonstrate them
 - Teachers reference expectations throughout the day to support students' demonstration of Florida Standards
 - More formal lessons are based on current discipline problems that take place around the school
 - **Feb/March:** We're focusing on **Respectful behavior!**
- Posters throughout school; staff regularly point out relevant info.
- All kids, adults use the same language
- Family communications build expectations into after-school activities

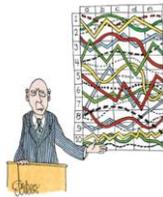
Principle # 2: Think Positive

You can't punish kids into behaving.

- PBIS means taking a positive, preventative, **SUPPORTIVE** approach to kids' behavior
 - What message are you sending when you suspend a student?
- **Discipline should focus on teaching skills to communicate effectively**
 - Consider developmental norms
 - Work with staff on re-entry procedures, prompts & incentives for desired behaviors
 - Increase awareness of common triggers
 - Identify appropriate supports for repeat offenders

Changing Mindsets

- Use data
 - Instructional time saved/lost
 - Student outcomes for Alt-OSS centers, alt schools, ESE
 - Disproportionate outcomes, School-to-Prison pipeline



"It takes time for a moment so you can let this information sink in."

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Changing Mindsets

- Use data
 - Instructional time saved/lost
 - Student outcomes for Alt-OSS centers, alt schools, ESE
 - Disproportionate outcomes, School-to-Prison pipeline
- Model & reward expected behavior (of teachers/admins!)
- Personal testimonials
 - May be most convincing for school admins
- "End-of-Day Assessments"
 - How do they feel after a day of "getting tough" on students?
- Create dissonance
- Policy & accountability

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Your Turn

Type into chat:

What strategies have you used to foster a PBIS mindset for discipline?

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Dataland school: Using Rewards

- Individual & group rewards to encourage kids to demonstrate the school-wide expectations
 - Kids are polled regularly to identify rewards that are meaningful to them
 - Rewards can be redeemed on a regular basis
 - Rewards are never taken away once earned
 - Kids are always eligible for some form of positive recognition – and adults utilize this tool to find the things challenging students are doing right.

Dataland school: Office-Managed Consequences

- Most common administrator responses on office referrals:
 - Conference/Problem Solving with Student, Re-Teach & Practice Expectation
 - Consequence includes discussing how to return to the classroom & resume instruction ("Re-Entry" procedures)
 - Helps to repair student/teacher relationship
 - Allows student opportunity to make amends for their mistake
 - Provides a way to bring student up to speed on missed instruction
 - Allows student the opportunity to calmly resume learning

Other Teach/Prevent Consequences

- Apology
- Contract (earn privilege)
- Curriculum change
- Instructional change
- Schedule change
- Parent conference
 - Focus on skills, family rules, learning about student
- Parent shadowing
- Peer mediation
- Reflection activity
- Restorative practices
- Restitution, work detail, service learning

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Contract (Earn Privilege)

Guidelines

- Focus on one behavior
- Developed collaboratively with student
- Realistic time frame, requirements
- Identify reward if meets contract
- Identify negative consequence if contract is broken
- Sample templates: Tough Kid Toolbox,
<http://www.behavioradvisor.com/Contracts.html>,
<http://specialed.about.com/library/templates/contract2.pdf>,
http://www.teachervision.ten.com/tv/printables/MENC_contract.pdf.

Curriculum, Instruction, and/or Schedule Changes

- Includes academic & behavioral curricula, instruction, & schedule for teaching
 - In general, and/or for individual student
- Specific Skills:
 - How to disagree respectfully, calm down when angry, etc.
 - Recognize tense situations, use alternative responses
 - Skillstreaming, PREPARE curricula can help break down the specific actions involved in these skills
- Consider response to Tier 1: contact, frequency, intensity
 - Compare data across students in classroom 19
 - Existing Tier 1 curricula may not be sufficient

Ideas for Courses

- Concept-Level topics:
 - Variations in respectful behavior across cultures
 - Importance of overarching ideals and behaviors that should be demonstrated
 - Research the pros and cons of a rule
 - What might happen without the rule?
 - Why is it important to have a rule like "X" in place?
 - Utilize current or historical events
 - What happened as a result of that person's behavior?
 - Are there similarities to the student's situation? 20

Parent Conferences

- Literature on disproportionate discipline:
 - Focus on getting to know the student and their family
 - Addressing barriers with family should be done proactively
- How this may differ from traditional practice:
 - Less "hammer"
 - More conversation
 - Patience from the administrator
 - Remember: PBIS means **positive** behavior support
 - Families may have their own history of negative experiences with the school

Reflection Activities

- Worksheets
- Journaling
- Computer programs

- Necessary components of social skills training:
 - Set context, explain rationale
 - Model skill, have student practice **in the setting** where skill will be used
 - Provide feedback
 - Differentiate support (prompts, rehearsal, etc.)

The “Restorative Continuum”

Restorative Practices:

- Focus is on repairing harm
- Includes consideration of **community** responsibilities to victim *and* offender.

Tier 1:

- Restorative chats, reinforce cooperative environment

Repeated or significant behaviors:

- Consider community responsibilities to victim & offender

Serious/Dangerous behaviors:

- Consider what the **appropriate process** would be to involve stakeholders in an effort to put things right

More information

Alternatives to Suspension chat (May 2010)

<http://bit.ly/1yz3P2F>

Discipline Matrixes

Your turn:

Some schools' matrixes have evolved to produce:

- 3 strikes & they're out practices
- Layering punishments for minor offenses

Type into chat: what are some alternative ways to address these scenarios?

Remember Him?



This is REAL "soft-ball" stuff!

- Lots of teaching modeling
- Rewards
- Done through a couple of admin conferences, re-teaching, curriculum change, and reflection activities

- *...ive temper*
- Talks back to adults
- Generally annoying

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Principle # 3: Get Schooled

Learn your ABCs for behavior.

- Identifying the function of a behavior will help to identify effective consequences,
- ...and effective Tier 2 interventions

To GET or GET AWAY from:

- Adult attention
- Peer attention
- Activities/items/sensations

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Resources for Behavior Principles

- FLPBS Project Monthly Chats:
http://flpbs.fmhi.usf.edu/Archived_Monthly_Online_Chats.cfm
 - Principles of behavior elementary level
 - Principles of behavior secondary level
- PBS Coach, District Coordinator, or FLPBS Technical Assistance Contact
- University of South Florida Behavior Analysis Program – fully online: <http://aba.cbcs.usf.edu/> ²⁸

Advanced Support

Are there factors specific to Dave that we are not considering?

Things that we can change to make the behavior

- Inefficient?
- Ineffective?
- Irrelevant?

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Advanced Support

Are there skill deficits that contribute to the behavior

Academic?

Behavior?

Are the consequences the right fit for Dave?

CARD

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Advanced Support



Advanced Support

Factors to Consider :

- Communication
- Predictability
- Choice
- Health and Physiology
- Processing and Generalization
- Social Relationships

CARD

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Coaching and practice to ensure consistency



Most Importantly

Develop a Relationship



- Positive &
- Authentic

So What Happened to Dave?



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Your Turn

Type into chat:

What are your PBIS success stories involving student discipline?

Remember to respect student privacy while sharing

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Additional Resource

Twitter: @pbischat

- Weekly twitter chats
 - Instructions & Norms: http://pbischat.blogspot.com/p/blog-page_3.html
- Archive: <https://storify.com/pbischat>
- Jan. 6th Twitter chat:
 - "Doing Discipline PBIS Style" <https://storify.com/pbischat/pbischat-for-january-6-2015>

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Next Chat

FLPBS Model School Application

Tuesday, January 27, 2015
3:00 pm EST/ 2:00 pm CST

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February's Chat

Culturally Responsive PBS

Wednesday, February 18th
3:00pm EST/ 2:00pm CST

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Contact Information and Resources

FLPBS:RtIB Project

- Phone: (813) 974-6440
- Fax: (813) 974-6115
- E-mail: flpbs@fmhi.usf.edu
- Website: <http://flpbs.fmhi.usf.edu>
- Facebook: www.facebook.com/flpbs
- FLPBS on Twitter: [@flpbs](http://www.twitter.com)

OSEP TA Center on PBIS

- Website: www.pbis.org

Association on PBS

- Website: www.apbs.org

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