"Back to Class"

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Access Conference Program and Session Materials at NEPBIS.org

This is a <u>revised</u> TFI 3.0 item:

1.9 Schoolwide Practices used in Classrooms:

Educators implement foundational Tier 1 practices (**explicitly teach, prompt, and review** schoolwide expectations as described in 1.4; implement schoolwide acknowledgements as described in 1.5; and respond to challenging behavior as described in 1.7) across all classroom locations and routines and integrate these supports **within all academic and SEB instruction** in a **culturally responsive manner**.

Objectives for this Presentation - Participants will…

- Differentiate between punishment and discipline.

- Explore the function of behavior.

- Learn the steps for implementing a system that reduces classroom exclusions and recaptures instructional time.

- Leave with pragmatic resources that can be implemented right away.

Agreements

Stay Engaged
Speak Your Truth
Be Open to Dissonance

This presentation will…

- Provide time for discussion/processing with colleagues

- Include time for Q&A

- Reference the following four items:

  1. The article "Back to Class"

  2. The *Behavior Support Flowchart*

  3. *Think Time* sheet

  4. Upper Grade *Think Time* sheet

We can, whenever and wherever we chose, successfully teach all children whose schooling is of interest to us.

Whether or not we do it must finally depend on how we feel about the fact that we haven't so far.

-Dr. Ron Edmonds

Theory of Action

If…

we **increase** *students' opportunities to learn*

Then…

all outcomes will improve.

BACK TO CLASS

A new approach to discipline referrals keeps students (and principals) in the classroom

Kurt Hatch

Director of Principal Support, Middle Level Programs, and Diversity & Equity, AWSP

PRINCIPAL EVALUATION CRITERIA
Creating a Culture, Ensuring School Safety, Improving Instruction, Closing the Gap

had many sleepless nights trying to puzzle-out which first steps would be most helpful for the school I was soon to take over. I'd been hired three weeks prior to the start of the school year to lead an 800-student, Title I elementary. A complex setting with a large developmentally delayed preschool, all-day kindergarten, ELL and deaf education programs. Like all schools, it needed a principal who was present, accessible and visible in classrooms.

In order to lead the culture, systems and learning, it's critical to be in classrooms observing and supporting

> **"** I did not want students (or myself) in the office throughout the day, knowing the best place for all of us to be is in classrooms."

The result was a reduction in ORDs to an average of less than two per day and the discontinued use of suspensions.
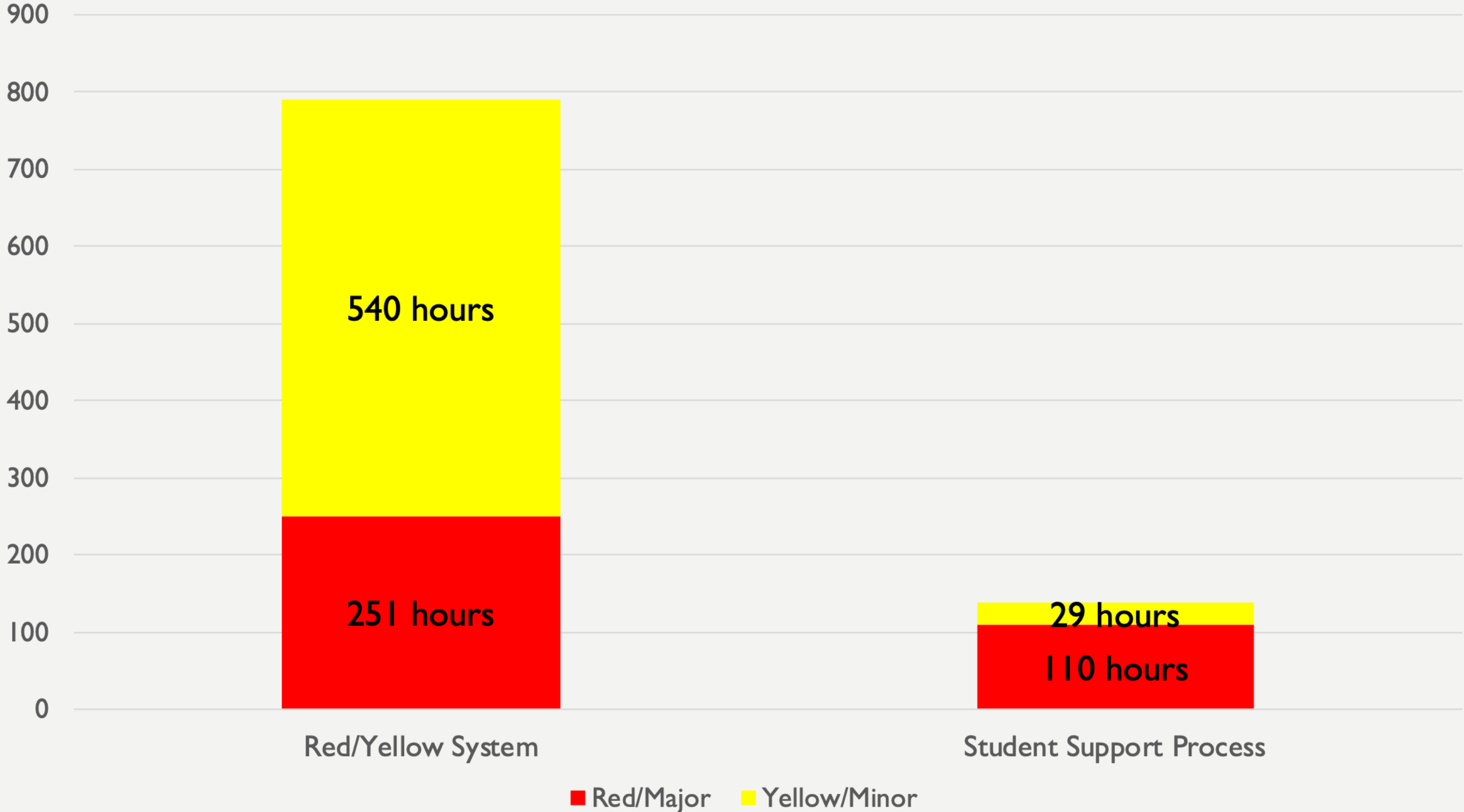
PBIS: AN ALL-IN APPROACH

The equity-centered system-change is something principals are increasingly becoming familiar with and is known

GETTING STRATEGIC

The implementation of PBIS has an immediate, positive impact on a system. However, I needed strategies to also "stop the bleeding" in terms of the sheer number of daily ODRs. The strategies had to support the theory and practice of PBIS and be relatively quick and easy to implement. Right away I set my sights on the first of

# RESULTS OF THE PROCESS

Missed Instructional Hours

	Red/Yellow System	Student Support Process
Yellow/Minor	540 hours	29 hours
Red/Major	251 hours	110 hours

■ Red/Major   ■ Yellow/Minor

RESULTS OF THE STAFF SURVEY

•**100% agreed** that the Student Support Process is

effective for addressing problem behaviors in the

classroom.

•**100% agreed** that most students typically respond to

the first two steps in the Student Support Process

before the situation requires a phone call to the front

office.

Using school-wide systems, rooted in behavior science, to increase students' opportunities to learn.

Consistency

Predictability

Tier 3
Intensive
Intervention

Tier 2
Targeted
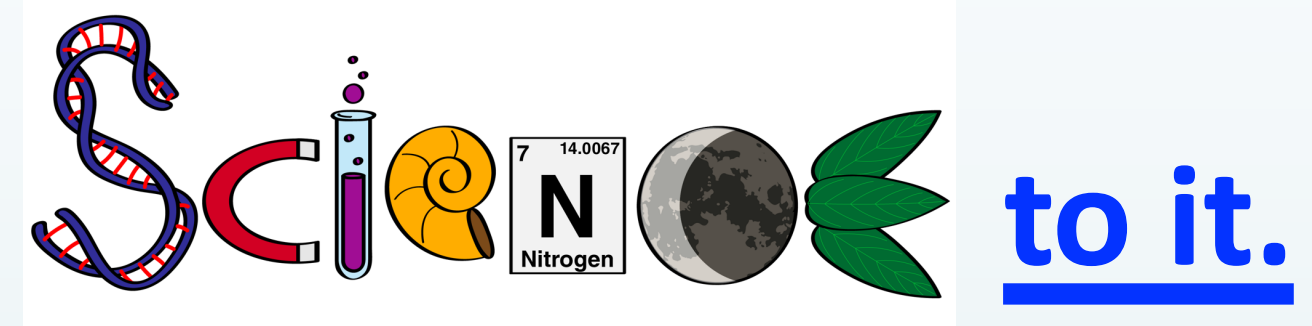Intervention

Tier 1
Core Instruction
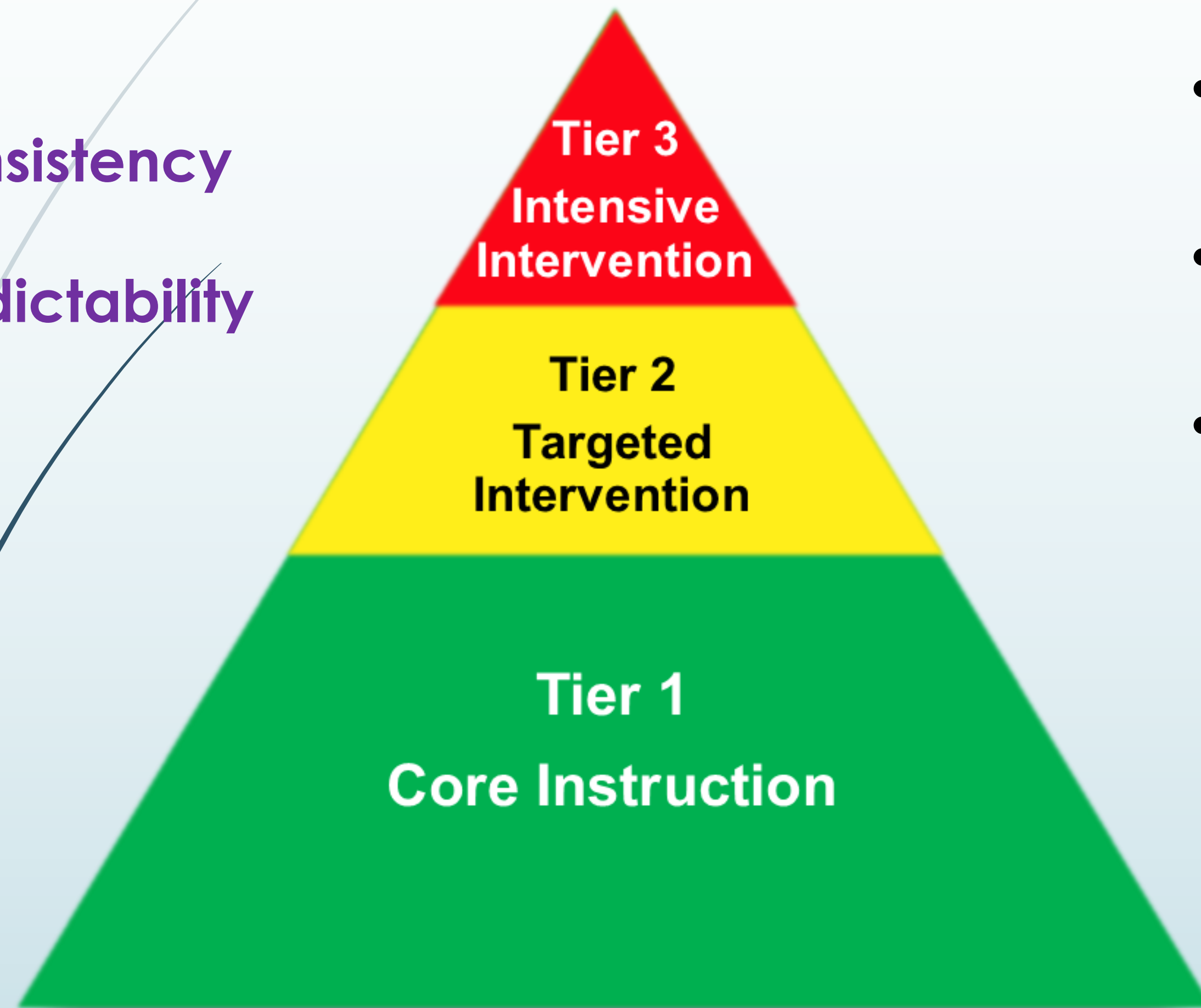
- Punishment vs Discipline

- Precision Statements

- Think Time

Teaching Pro-social behavior is complex.

It can be stressful and trigger emotions and behaviors in adults.

Good news! There is a **to it.**

A right way.   A best way.

We must give ourselves grace.

Most educators have not received training in evidence-based practices for teaching and responding to behavior and, thus, are vulnerable to using practices that do not work.

Evidence-based treatments

"Effect Size"

>0.4 is the hinge point in which a treatment has a greater than-average influence on achievement.

Practices that Don't Work

Treatment / Intervention	Effect Size
Punishment	-0.13
Suspension/Exclusion	-0.20

I didn't get into this profession to punish kids.

-C. Harrington

For there are two possible reactions to social ostracism - either a man emerges determined to be better, purer, and kindlier or he goes bad, challenges the world and does even worse things. The last is by far the commonest reaction to stigma.

— John Steinbeck —

AZ QUOTES

It takes a village…

A child who is not embraced by the village will burn it down to feel its warmth.

As someone who works with people to integrate and heal early developmental trauma I've been pondering the increasing number of mass shootings that seem to be plaguing our country.

In fear and anger, we try to determine whose fault it is. We often default to shame and punishment. Unfortunately, our rush to shaming and punishing (and the defensiveness that ensues) impedes our ability to really check in with the larger issue and possible ways to address it holistically.

-Eileen Sendrey

School discipline should be about building respectful relationships and educating students about how, why and when certain behaviors are appropriate.

-Dr. Anne Sullivan, University of South Australia

This approach is supported by behavior research which says schools should make sure their approach to discipline is **learning-oriented** and seeks to develop **self-regulation** and **trust**.

What squared with your thinking?

What is circling around in your mind?
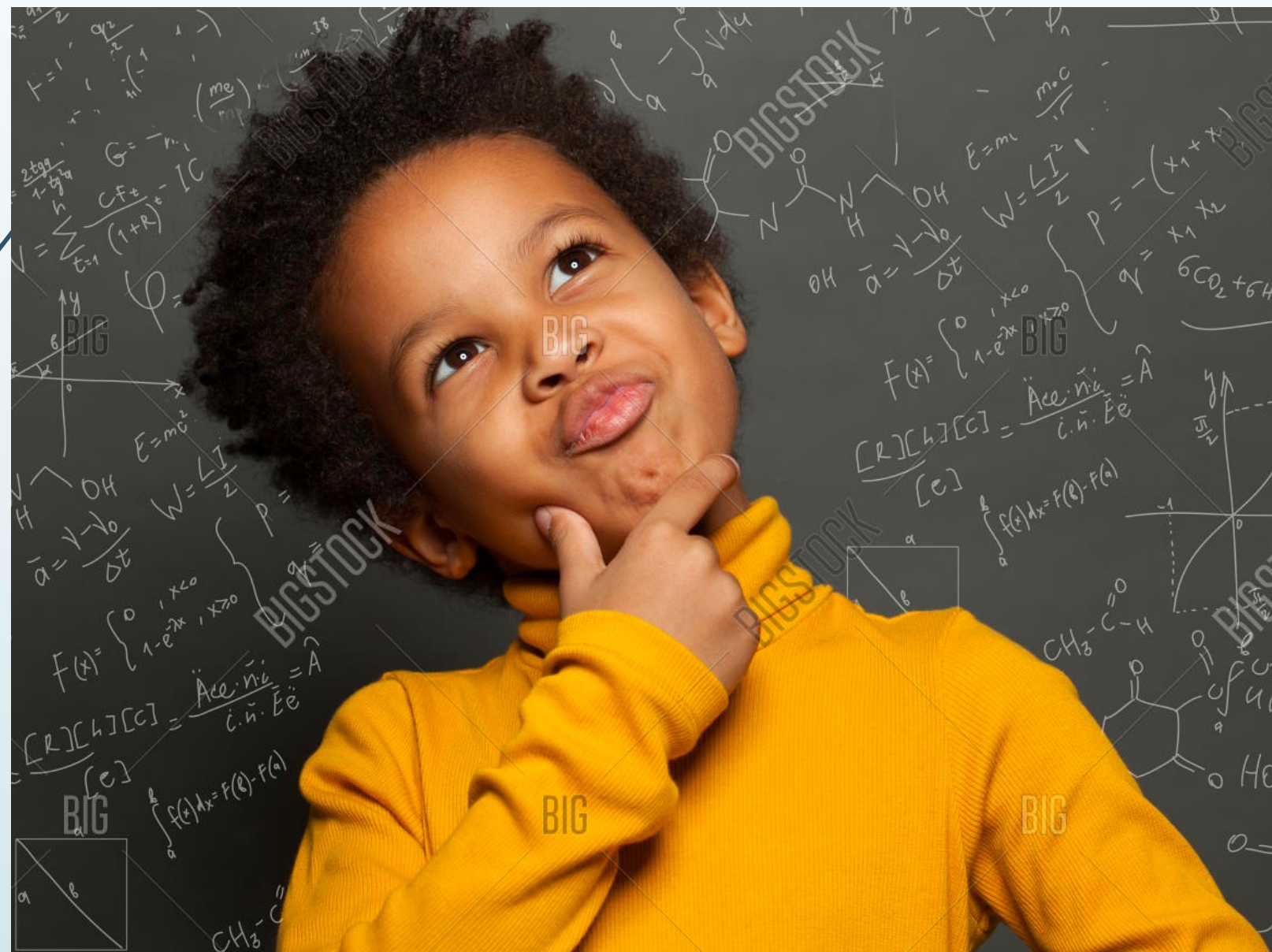
Punishment vs. Discipline

Punishment activates the amygdala.

The **amygdala** is a section of the brain responsible for detecting fear and preparing for emergency events.

Punishment is the arbitrary pairing of pain/fear with an unwanted behavior.

"Punishment is more likely to cause or increase problem behavior, rather than prevent it."

Dr. Thomas J. Mowen

The Effect of School Discipline on Offending across Time

Justice Quarterly (2019)

Discipline is a teaching/learning tool designed to
engage the frontal lobe.

So…what works?

It depends on what we mean by "works".

What do we mean by "works"?

Long-term responsible behavior.

Students making pro-social choices and engaging in behaviors that promote learning.

Evidence-Based Treatments that **work**…
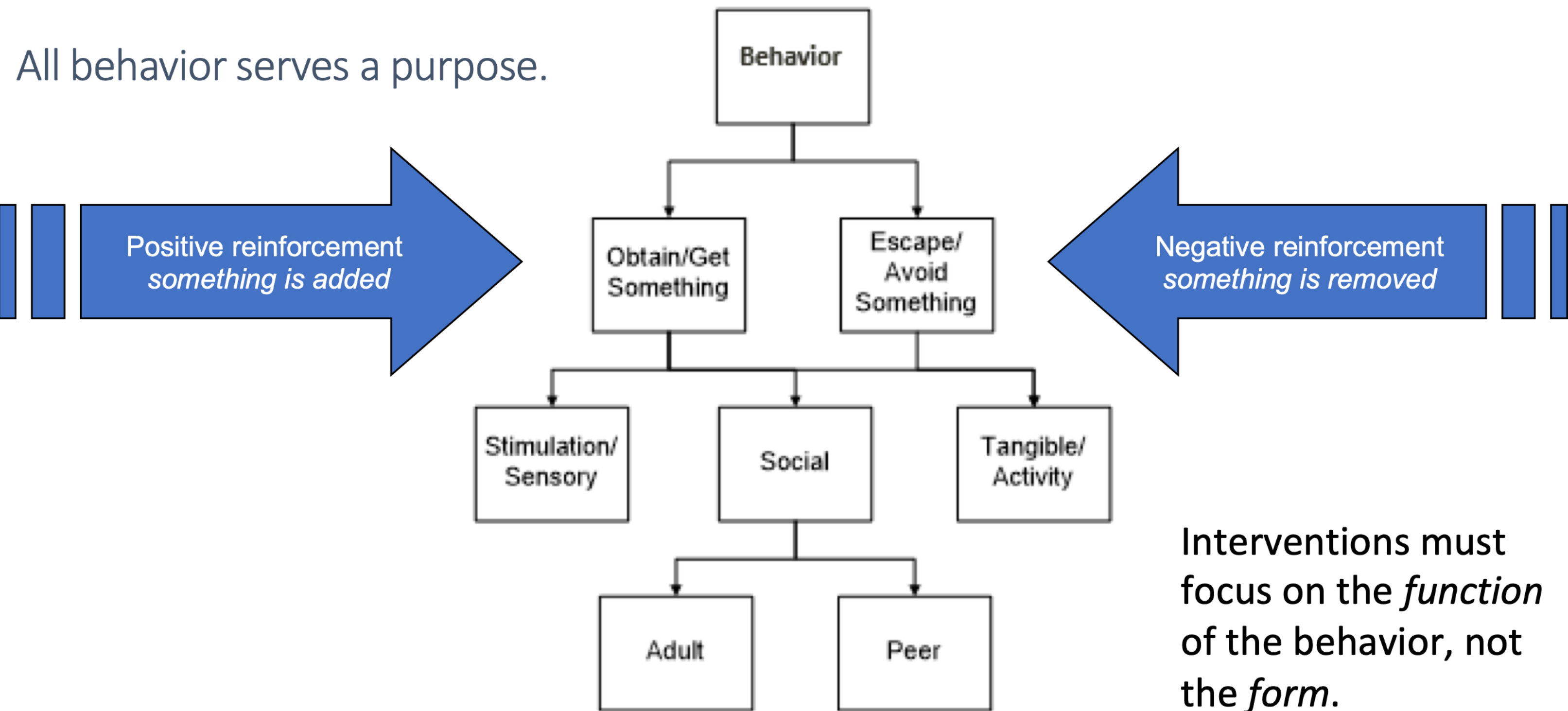
1. Positive Relationships

2. Teaching behavior like we teach all subjects.

3. Limit setting (communicating clear parameters for pro-social behavior).
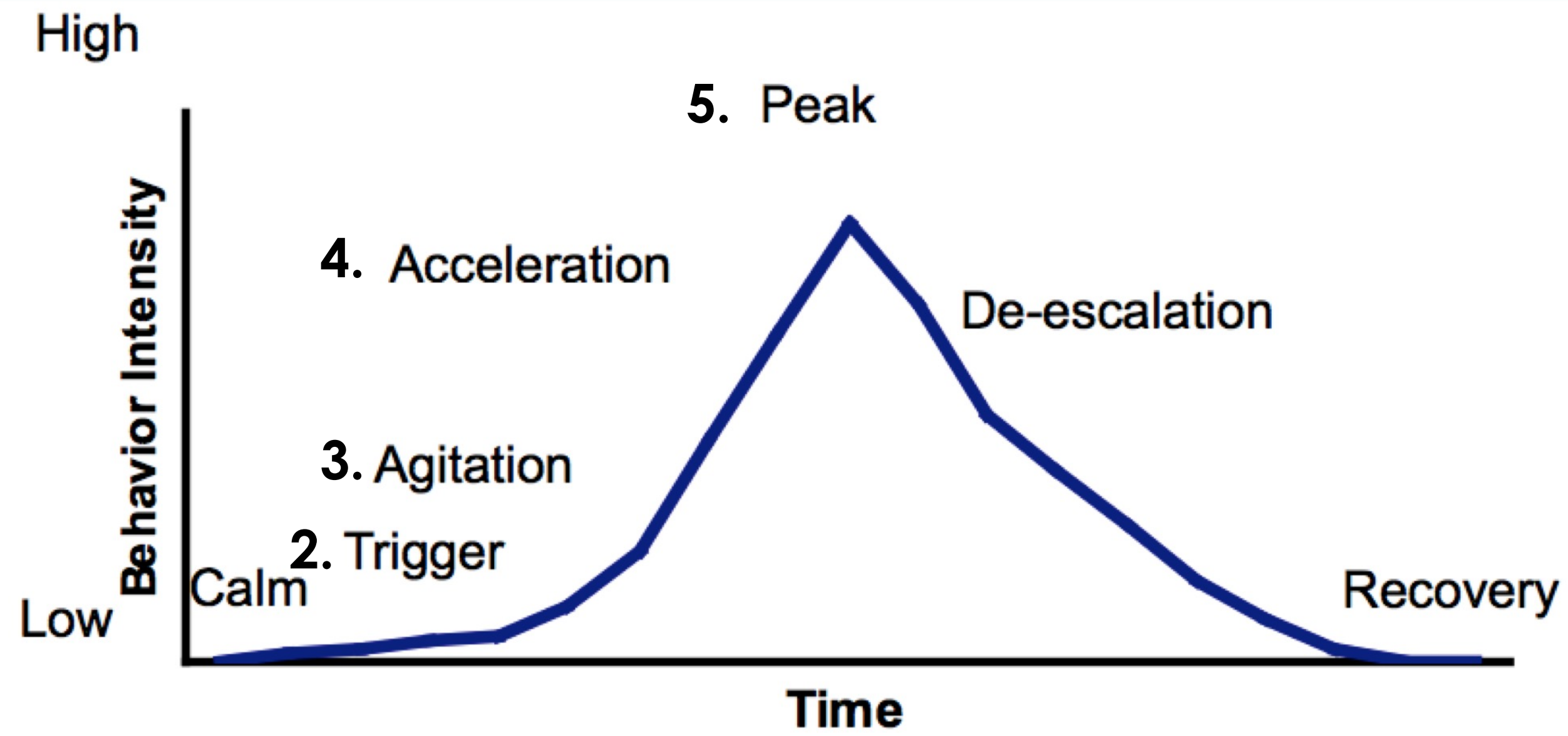
4. Consequences (including behavior-specific praise) that are linked to the desired behavior in a meaningful way.

5. Positive greetings at the door.

Behavior and Discipline:
## The Function of Behavior

All behavior serves a purpose.

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                          ┌──────────┐
                          │ Behavior │
                          └──────────┘
                                │
               ┌────────────────┴────────────────┐
        ┌──────────────┐                  ┌──────────────┐
        │ Obtain/Get   │                  │  Escape/     │
        │ Something    │                  │  Avoid       │
        └──────────────┘                  │  Something   │
                │                          └──────────────┘
      ┌─────────┼───────────────┐
┌───────────┐ ┌────────┐ ┌────────────┐
│Stimulation/│ │ Social │ │ Tangible/  │
│ Sensory   │ │        │ │ Activity   │
└───────────┘ └────────┘ └────────────┘
                  │
          ┌───────┴───────┐
      ┌───────┐      ┌───────┐
      │ Adult │      │ Peer  │
      └───────┘      └───────┘
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Positive reinforcement
something is added

Negative reinforcement
something is removed

Interventions must focus on the *function* of the behavior, not the *form*.

4

Phases of Acting-Out Behavior

Colvin & Sugai, 1989

Precision Statements and *Think Time* and
are evidence-based treatments for phases 2-7.

Phases of Acting-Out Behavior
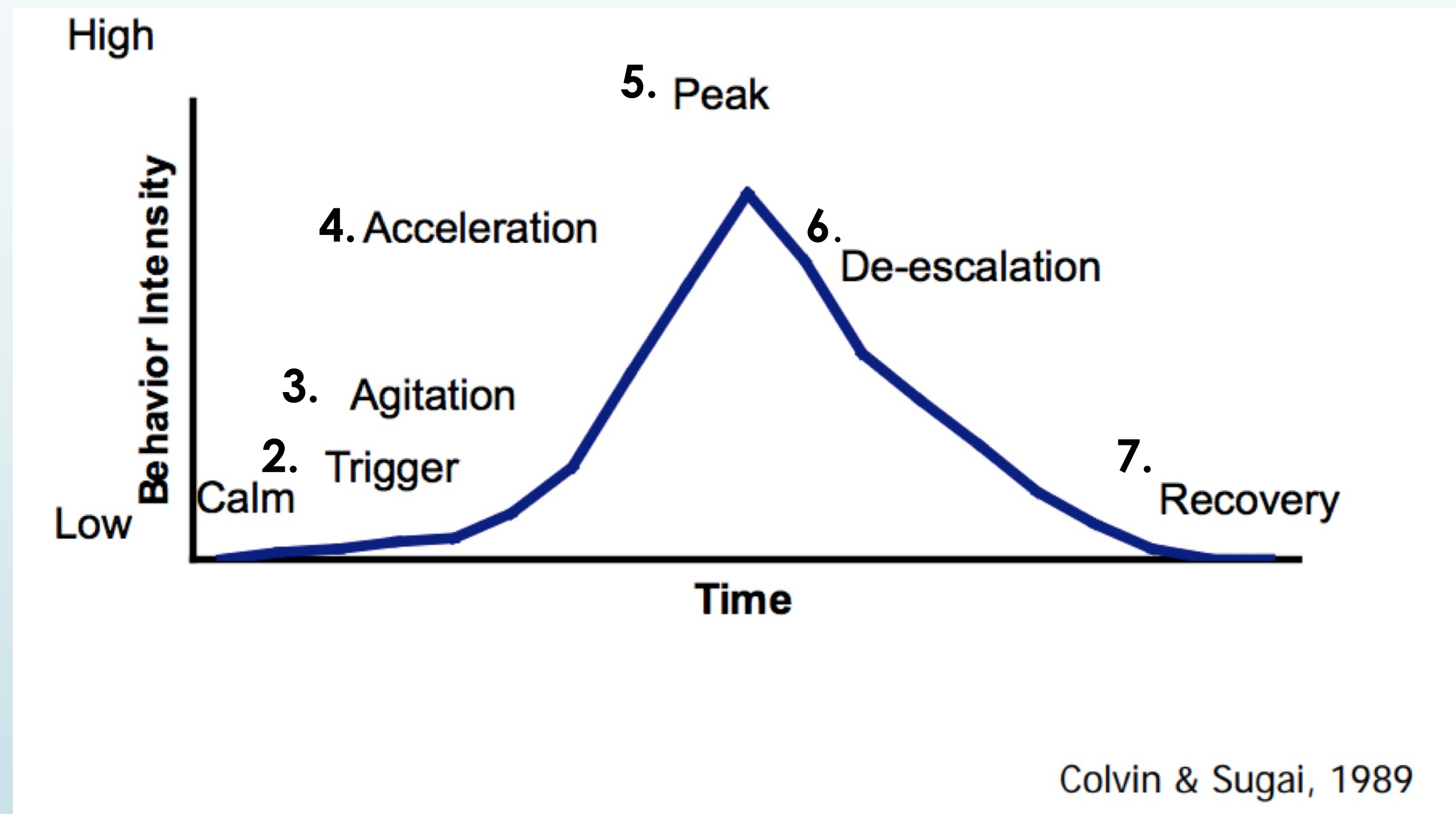
Colvin & Sugai, 1989

Precision Statement

When students need help regulating their emotional state and regaining their equilibrium…

1. The type and tone of words we use matters.

2. The number of words we use REALLY matters.

3. The **consistency and predictability** of words we use REALLY, REALLY matters.

Precision Statement

When students need help regulating their emotional state and regaining their equilibrium…

The type and tone of words we use matters.

Calm, non-punitive or threatening tone, free of sarcasm.

Precision Statement

When students need help regulating their emotional state and regaining their equilibrium...

The number of words we use REALLY matters.

Use as few words as possible in order to help the child process. This is helpful for all students and in particular those with:

Low Language   Sensory Sensitivity   Autism   ADD/ADHD

Different Processing Speeds   Anxiety

Precision Statement

The predictability of the words we use REALLY, REALLY matters.

◆ "(Student's name) I notice you are (name the unexpected behavior)."

◆ "I need you to be be respectful and (state the specific expected behavior)."

◆ "I know you can do it."

"Practice isn't the thing you do once you're good. It's the thing you do that makes you good." - Malcolm Gladwell

Precision Statement

The predictability of the words we use REALLY, REALLY matters.

◆ "(Student's name) I notice you are (name the unexpected behavior)."

◆ "I need you to be (Safe, Responsible, Respectful) and (state the specific expected behavior)."
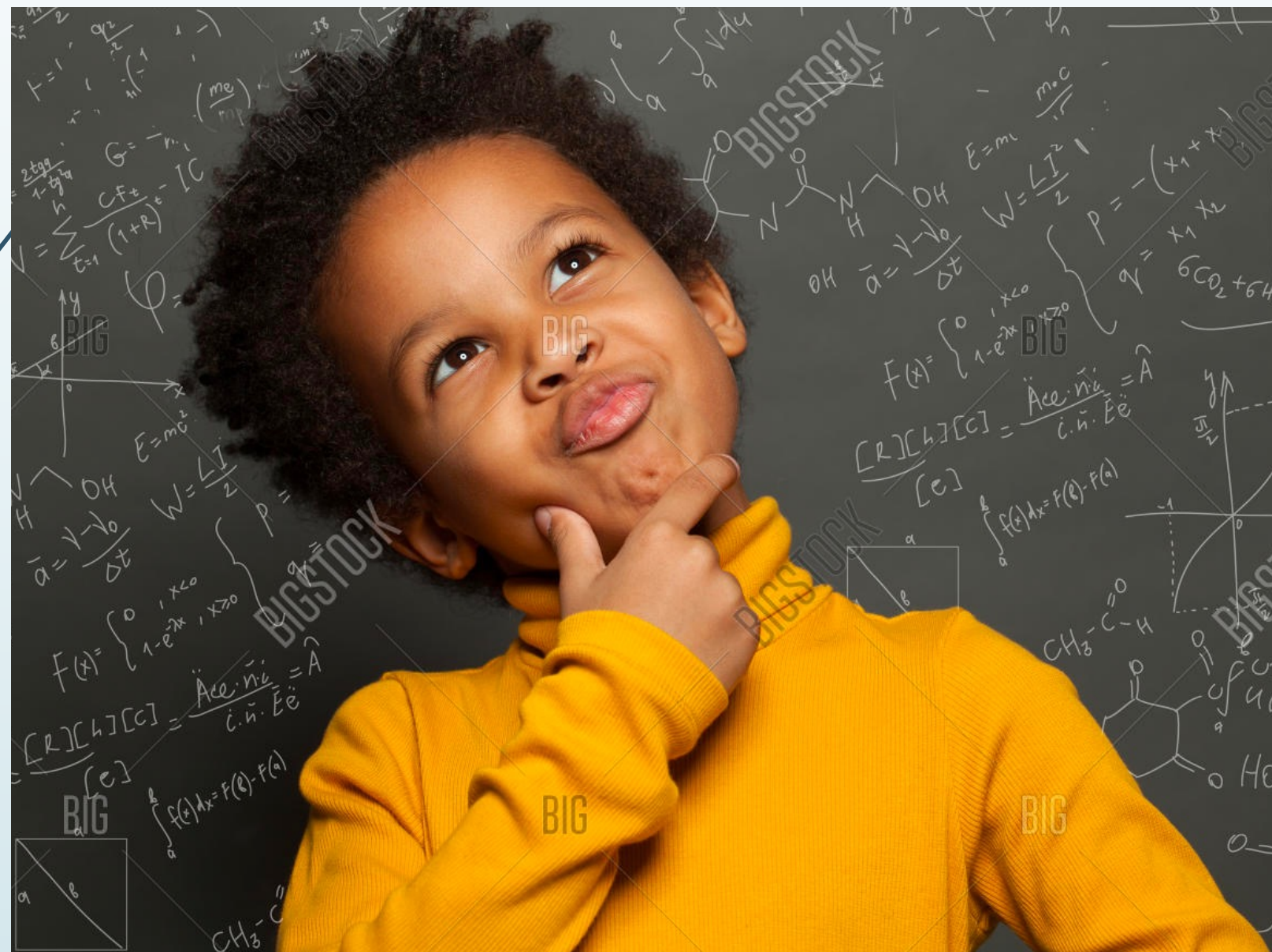
◆ "I know you can do it."

What if a student does not comply with the **Precision Statement?**

Think Time and *Student Support Process* Explained

What squared with your thinking?

What is circling around in your mind?

Session Evaluation

Your feedback is critical to future planning of this event.
PLEASE take a moment to share your valuable insight!
THANK YOU!

https://bit.ly/NEPBISForum2023