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Or, use this QR Code
PBIS Tier 1, Day 3A Training
January 24, 2022

Developing Consistent Responses to Problem Behavior

https://www.ycoe.org/pbis
Who is in the room today?
Superintendents approve 3 year PBIS Initiative

Fall 2019
22 School Site Teams Begin Tier 1 Trainings

Jan 2020

March 2020
Rescheduled Tier 1 Trainings Days 3 & 4 and 4 WJUSD sites begin Tier 1

Fall 2020
18 Sites Begin Tier 2 Trainings 2 DJUSD sites in Trauma Informed/Equity w/ PCOE

Spring 2021

Fall 2021
New Tier 1: 4 sites Tier 2: 9 sites Tier 2+: Implementation Support 18 sites
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Acknowledgments

California PBIS Coalition
www.pbisca.org

Midwest PBIS Network

Northwest PBIS

Nevada PBISTA Center
## Group Agreements

<table>
<thead>
<tr>
<th>Respectful</th>
<th>Responsible</th>
<th>Committed</th>
</tr>
</thead>
</table>
| • Start and end on time.  
• Listen actively (and without distractions).  
• Mute yourself when not speaking. | • Your participation will result in systems and practices that will benefit all students.  
• Participate in live or virtual discussions and activities.  
• Practice self care.  
• Give your full attention. | • Expect to begin tasks that will need to be finished later.  
• Expect committed trainers that will provide feedback and encouragement and meet you where you are. |
## Tier 1 Training Sequence

<table>
<thead>
<tr>
<th></th>
<th>Day</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Overview, Team Development, Behavioral Expectations</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Lesson Plans, Posters, Acknowledgement System</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Function of Behavior, Responding to Problem Behavior, Consequence Systems</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>PBIS and the Classroom, Kickoff,</td>
</tr>
<tr>
<td></td>
<td>SWIS</td>
<td>School-Wide Information System</td>
</tr>
</tbody>
</table>
# Training Objectives

<table>
<thead>
<tr>
<th>Teams will:</th>
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</thead>
<tbody>
<tr>
<td>✓ Develop a basic understanding of the function of behaviors</td>
</tr>
<tr>
<td>✓ Begin to define/differentiate between Staff Managed (non-recorded), Minor (recorded) and Major Behaviors</td>
</tr>
<tr>
<td>✓ Begin to develop a Behavior Flowchart as part of your site’s continuum of responses to problem behavior</td>
</tr>
<tr>
<td>• Begin to develop an Office Discipline Referral (ODR) form compatible with SWIS</td>
</tr>
<tr>
<td>• Understand Data Systems readiness requirements</td>
</tr>
</tbody>
</table>
Action Plan and Team Handbook

- The Tier 1 Action Plan continues to guide your work.
- Continue to document your work in your Team Handbook.
- Be sure that you are working from your team’s Action Plan and Handbook.
YOUR PBIS JOURNEY (so far)

Mood Meter: Prince Style

- Which Prince are you when you think about PBIS?
- Which Prince would you like to be when you think about PBIS?
Collaborative Worktime

Review Action Plan Tasks

With your team, review the Action Plan Tasks (1-18) from earlier training. Be ready to share highlights and/or challenges.
TFI Items related to this section:

• 1.6 **Discipline Policies:** School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.
Dear Teacher

https://www.youtube.com/watch?v=lTMLzXzgB_s
Finish the Sentence:

"If a child doesn't know how to read, we teach."

"If a child doesn't know how to write, we teach."

"If a child doesn't know how to multiply, we teach."

"If a child doesn't know how to behave, we... Teach!"
Understanding Functions of Behavior Helps Us:

- Prevent problem behavior
- Decrease problem behaviors
- Teach our youth better ways to have their needs met
- Increase appropriate or desired behaviors
- Ensure consistency across all environments
Considering Why a Behavior Occurs

We might approach behavior differently if we know the **purpose** and **function** of the behavior.

Typically, we behave in ways to:

- Avoid something
  - Attention
  - Activity
  - Person

- Obtain something
  - Attention
  - Activity/Tangible
Understanding *Why* a Behavior Occurs Can Help:

- Select Appropriate Interventions
- Identify Alternative Replacement Skills
- Prevent Challenging Behavior

Predict Challenging Behaviors
Behavior Serves a Function

1. Problem behavior meets a need
2. Has a history of paying off
3. The “payoff” is more valuable than the “punishment”
4. Efficient and effective behaviors will continue to occur, UNLESS we teach behaviors that MATCH the function
Possible Functions of Behavior

- Problem Behavior
  - Obtain/Get Something
  - Escape/Avoid Something
    - Stimulation/Sensory
    - Social
    - Tangible/Activity
      - Adult
      - Peer
ABC’s of Behavior

Antecedent (Trigger)

Problem Behavior

Consequences
Perceived Motivation
What Is the Perceived Motivation?

Antecedent: Parent gets on phone and starts talking

Behavior: Child engages in disruptive behavior

Consequence: Parent gets off phone to attend to child.
Putting It Together

Michael is then sent to the principal’s office.

What is the function of behavior?
What Is the Perceived Motivation?

Antecedent: Request to start test, hand on shoulder

Behavior: Michael pushes away teacher

Consequence: Student removed from group, test not taken
### Unmet Needs and/or Rethinking Discipline

**Rethinking Discipline**

The Traditional View of Discipline:

For the most part, our approaches to school discipline are still based on the punitive and exclusively punitive discipline model. The discipline model is rooted in punishment and control, where students are punished for not following rules.

The modern view of discipline is based on restorative justice.

Restorative justice focuses on repairing harm, restoring relationships, and addressing the underlying causes of behavior.

### Unmet Needs

**Unmet Needs of our students:**

- [ ]

**Function of Behaviors prevalent at our site:**

- [ ]

**Have Problem Behaviors increased, or decreased over the past few years?**

- [ ]

**Why do you think that is?**

- [ ]
Recommended PBIS Self-Paced Training

- https://basicfba.com/
- Units 1 and 4 for teachers.
- Basic FBA to BIP
- Chris Borgmeier, PhD, Portland State University
- Sheldon Loman, PhD, Portland State University
- Kathleen Strickland-Cohen, PhD, Texas Christian University
Responding to Problem Behavior

TFI Items related to this section:

- **1.6 Discipline Policies:** School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.
Addressing Challenging Behaviors

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. (Alberto & Troutman, 2006).
Responding to Problem Behavior
Consistency is Key!

• It is less important what the consequence is, than that something is *consistently* done.
• How staff respond or what consequence is used is less important than the *certainty* that something will be done, even something relatively brief such as redirection or re-teaching.
• Responses to inappropriate behaviors are always:

Developing a Discipline Flowchart

Creating consistency in our discipline systems.

Predictable  Positive  Consistent  Safe

Can you help me, Mrs. Martin? This wasn’t covered in any of my education courses.
1.6 Discipline Policies:
School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.
Building a Schoolwide System to Discourage Inappropriate Behavior

- Staff face decision points daily in response to problem behavior.
- Decisions can have lasting effects.
- A continuum makes a clear distinction on the seriousness of behaviors (staff/office managed).
- Define strategies to respond to minor or staff-managed behaviors.
- Define what constitutes major or office managed behavior.
Develop a Continuum of Strategies to Respond to Problem Behavior

- Planned Ignoring
- Physical Proximity
- Signal/Non-Verbal Cue
- Direct Eye Contact
- Praise (BSPS) the Appropriate Behavior in Others
- Redirect
- Support for Procedure/Routine
- Re-teach
- Differential Reinforcement
- Specific and Contingent Error Correction
- Provide Choice
- Conference with Student

Include in your flowchart.
# Discipline Strategies

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned Ignoring</td>
<td>Ignore student behaviors when their motivation is attention, and continue instruction without stopping</td>
</tr>
<tr>
<td>Physical Proximity</td>
<td>Using teacher proximity to communicate teacher awareness, caring, and concern</td>
</tr>
<tr>
<td>Signal/Non-Verbal Cue</td>
<td>Teacher gestures to prompt a desired behavior, response, or adherence to a classroom procedure and routine.</td>
</tr>
<tr>
<td>Direct Eye Contact</td>
<td>The “teacher look” to get attention and non-verbally prompt a student</td>
</tr>
<tr>
<td>Praise (BSPS) the Appropriate Behavior in Others</td>
<td>Identify the correct behavior in another student or group, and use behavior specific praise to remind all students of the rule/expectation.</td>
</tr>
<tr>
<td>Redirect</td>
<td>Restate the desired behavior as described on the teaching matrix</td>
</tr>
</tbody>
</table>
### Discipline Strategies

<table>
<thead>
<tr>
<th>Support for Procedures/ Routine</th>
<th>Identify and install a classroom routine to prevent the problem behavior. Provide a booster for a routine already in place.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-teach</td>
<td>State and demonstrate the matrix behavior. Have the student demonstrate. Provide immediate feedback.</td>
</tr>
<tr>
<td>Differential Reinforcement</td>
<td>Reinforcing one behavior and not another. For example reinforce the positive behavior while ignoring the student’s inappropriate behavior.</td>
</tr>
<tr>
<td>Specific and Contingent Error Correction</td>
<td>Specific directions that prompt or alert the student to stop the undesired behavior and to engage in the desired behavior</td>
</tr>
<tr>
<td>Provide Choice</td>
<td>Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective. Choices should lead to the same outcome.</td>
</tr>
<tr>
<td>Conference with Student</td>
<td>Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback.</td>
</tr>
</tbody>
</table>
Discipline Strategies

Specific and Contingent Error Correction

Error correction is an informative statement provided by a teacher or other adult following the occurrence of an undesired behavior.

It is contingent (occurs immediately after the undesired behavior); specific (tells the learner exactly what they are doing incorrectly and what they should do differently in the future); and brief (after redirecting back to appropriate behavior, move on).

Goals of Error Correction:

- **Interrupt** the problem behavior and **engage** the students in the expected behavior
- Ensure the students **exhibit the expected behavior** in future occurrences of similar situations
- **Avoid escalation** of the problem behavior (Colvin, 2010)
Specific and Contingent Error Correction

The Advanced PBIS Redirect

1. Respectfully address student
2. Describe inappropriate behavior
3. Describe expected behavior/rule
4. Link to expectation on Matrix
5. Redirect back to appropriate behavior

Example: “Joe [privately and with sincere voice tone], I saw that you were talking to your neighbor during independent work time. Remember that Doing your Best means to focus on your own work. Start on your work again, and raise your hand if you need some help.”
Google Activity Slides

Responding to Problem Behavior

Take turns responding to the problem behaviors. Remember to:

1. Address student by name
2. Describe inappropriate behavior
3. Link to expectation on matrix
4. Redirect back to appropriate behavior

- You ask the class to take out their math books. Denise sighs loudly, crosses her arms and slouches in her chair.
- During your biology lesson, Luke loudly stands up and runs over to the pencil sharpener, talking to another student on the way.
- While supervising lunch, you notice Kendi get up to go to recess, but her lunch tray is still on the table. You prompt her to throw away her tray, and she replies, “Why don’t YOU do it?”
- One of the behavior expectations at your school is “Cell phone use after school only.” You are supervising the hallway and notice Alicia snapchatting with Kim.

Be Safe
Be Respectful
Be Responsible
Error Correction: Non-Examples

- How many times do I have to tell you to work quietly?
- Didn’t I just tell you to get your work done?
- Why are you talking when I’m talking?
- Do you want me to send you to the office?
- What’s going to happen if I call your mother?
- What do you think you’re doing?
Responding to Problem Behavior Online

• Putting students on hold or sending them out of the room may be an option with your software. However, if you exclude a student, just as in real life, they may not return when you want them back.

• Consider the following alternatives to exclusionary discipline:
  • Correct behavior privately via a private chat message to the student
  • Use the “praise around” strategy to acknowledge publicly those who are on task. Then, be ready to praise the student once they show expected behavior
  • Remind students of incentives and rewards (points to be earned)
  • Use 1:1 or small group to re-teach expected behaviors and build stronger relationships
  • Try group contingencies like the Student/Teacher Game, which is easily implemented online
Responding to Problem Behavior Online

• New Normal is completely abnormal

• Misbehavior as Stress Behavior

• Provide Preventative strategies – even more with those students who may have already been demonstrating problem behavior within the classroom at school

• Give grace and have patience! We are all in this together
On your flowchart you will identify a continuum of strategies that staff are expected to try before a referral is written.

In your handbook, or Document 137
# Defining Behavior Management Levels

## Behavioral Examples

<table>
<thead>
<tr>
<th>Classroom-managed non-recorded</th>
<th>Classroom-managed recorded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involve opportunities for teachable moments and minimizing interruption to instruction</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Office-managed (recorded major)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involve school and student physical and emotional safety</td>
</tr>
</tbody>
</table>

How does your site differentiate between Classroom managed and Office managed behaviors?
Matching Intensity of Response with Severity of Behavior

Continuum of Responses to Escalating Behavior

Use strategies we just discussed here

Less disruptive | More severe

Staff Managed (non-recorded and Minor recorded)

Office Managed (Major recorded)

CRISIS
# Behavior Management Levels

<table>
<thead>
<tr>
<th>Staff Managed (Non-Recorded)</th>
<th>situation that can be easily redirected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Maybe students’ first time</td>
</tr>
<tr>
<td></td>
<td>□ Student needs to be reminded of the expectations or retaught</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff Managed (Minor) – Low intensity behavior that can be resolved with staff intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Use proactive strategies for defusing the situation</td>
</tr>
<tr>
<td>□ Managed immediately by staff currently supervising students (not sent to office)</td>
</tr>
<tr>
<td>□ Minor referral may be written after staff has exhausted proactive strategies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Office Managed (Major) – More serious misbehavior that endangers safety or well-being or makes normal classroom activities difficult or impossible</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Could also be repeated minors</td>
</tr>
<tr>
<td>▪ Behavior requires administrator intervention</td>
</tr>
</tbody>
</table>
Behavior Management Levels

**Staff Managed (Minor)**
- Strategy to diffuse situation
- Teachable moment opportunity
- Managed immediately by staff

**Office Managed (Major)**
- More serious misbehavior, endangers safety
- Makes classroom activities difficult or impossible
- Could be repeated minors
- Requires Administrator action
### T-Chart Example

<table>
<thead>
<tr>
<th>Teacher Managed Behavior (Minor)</th>
<th>Office Managed Behavior (Major)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Attendance/Tardy – Inform parents on effect on academic performance</td>
<td>• Attendance/Tardy</td>
</tr>
<tr>
<td>• Profanity directed at student</td>
<td>• Vandalism</td>
</tr>
<tr>
<td>• Gum chewing</td>
<td>• Substances</td>
</tr>
<tr>
<td>• Homework</td>
<td>• Weapons</td>
</tr>
<tr>
<td>• No supplies</td>
<td>• Profanity directed at Adults</td>
</tr>
<tr>
<td>• Tattling</td>
<td>• Fighting</td>
</tr>
<tr>
<td>• Non-compliance</td>
<td>• Verbal/Physical intimidation</td>
</tr>
<tr>
<td>• Name calling</td>
<td>• Major stealing</td>
</tr>
<tr>
<td>• Lying</td>
<td>• Cutting school</td>
</tr>
<tr>
<td>• Minor stealing</td>
<td>• Cutting school</td>
</tr>
<tr>
<td>• Cheating</td>
<td>• Wanderers</td>
</tr>
<tr>
<td>• Dress Code Violations</td>
<td>• Gang Related Activity</td>
</tr>
<tr>
<td>• Minor Harassment</td>
<td>• Chronic Dress Code Violation</td>
</tr>
<tr>
<td>• Disrespect</td>
<td>• Harassment (including sexual)</td>
</tr>
</tbody>
</table>

Why is Disrespect, Defiance and Disruption hard to define?
Action Item 19:
Identify strategies for Staff Managed behaviors that will be included in your Flowchart.

### Defining Problem Behavior

<table>
<thead>
<tr>
<th>Classroom Managed</th>
<th>Office Managed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refusal to do work</td>
<td>Disruption escalated into a physical or verbal confrontation</td>
</tr>
<tr>
<td>Argue with the teacher</td>
<td>Minor actions escalated to the point to an “un-teachable” learning environment</td>
</tr>
<tr>
<td>Calling Out</td>
<td></td>
</tr>
<tr>
<td>Tapping pencil/objects</td>
<td></td>
</tr>
<tr>
<td>Talking to others</td>
<td></td>
</tr>
<tr>
<td>Unnecessary movement (out of seat/fidgeting)</td>
<td></td>
</tr>
<tr>
<td>Touching others</td>
<td></td>
</tr>
</tbody>
</table>
# Google Activity

## Slides

### Behavior Categories

**Minor, Major Staff Managed**

What makes the difference between staff managed to minor, and minor to major:

<table>
<thead>
<tr>
<th>Staff Managed</th>
<th>Staff Managed</th>
<th>Office Managed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not reported</td>
<td>MINOR Data collected</td>
<td>MAJOR Data Collected</td>
</tr>
</tbody>
</table>

- **Minor:**
  - Raymond, 3rd grade, calls another student a racial slur.
  - Tasha, 9th grader, is in the hallway without a pass, 3rd time this week.
  - Candice, 4th grade, erases another student’s name from their homework and writes her name on it.
  - Jason, 8th grade, steals $5.00 that was on his teacher’s desk in plain sight.

- **Major:**
  - Alice, 2nd grade, tells the substitute she doesn’t want to do her work. After the sub asks her twice to do her work, she yells “Leave me alone!”
  - Jon, 8th grade, calls another student a racial slur.
  - Dashawn, 10th grade, refuses to do any work. Doesn’t cause a scene, just won’t start his seat work.
Identifying Problem Behaviors

TFI Items related to this section:

• **1.5 Problem Behavior Definitions:** School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for address office-managed versus staff-managed problems.
Defining Problem Behaviors

Remember that the purpose of PBIS is to make schools:

More effective
More equitable

And is for *ALL* students.
Defining Problem Behaviors

• The SWIS developers have definitions for problem behaviors.
• The definitions are clear, observable, and can be measureable.
• Establish alignment with SWIS definitions and make modification as needed (*it’s okay to keep SWIS definitions*).

If you are not using SWIS, you will still need to define behaviors for consistency across your site.
Collaborative Worktime

Action Item 21: Minor Problem Behaviors identified, defined and documented in the team handbook.

Action Item 22: Major Problem Behaviors identified, defined and documented in team handbook.

<table>
<thead>
<tr>
<th>Non-Recorded Problem Behavior</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Rooming</td>
<td>Student is running in walking area.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minor Problem Behavior</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defiance (Insubordination)</td>
<td>Non-Compliance (M-Defiance)</td>
</tr>
<tr>
<td>Disrespect (M-Disrespect)</td>
<td>Student delivers low-intensity, socially rude or dismissive messages to adults or students.</td>
</tr>
<tr>
<td>Disruption (M-Distraction)</td>
<td>Student engages in low-intensity, but inappropriate disruption.</td>
</tr>
<tr>
<td>Dress Code Violation (M-Dress)</td>
<td>Student wears clothing that is neat, but not within, the dress code guidelines defined by the school district.</td>
</tr>
<tr>
<td>Inappropriate Language (M-Incivility)</td>
<td>Student engages in low-intensity instance of inappropriate language.</td>
</tr>
<tr>
<td>Other</td>
<td>Student engages in any other minor problem behaviors that do not fall within the above.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Problem Behavior</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abusive Language: Inappropriate Language  Profanity (Inap. Prof)</td>
<td>Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.</td>
</tr>
<tr>
<td>Arson (Arson)</td>
<td>Student plans or participates in malicious burning of property.</td>
</tr>
<tr>
<td>Bomb Threat/False Alarm (Bomb)</td>
<td>Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.</td>
</tr>
<tr>
<td>Bullying (Bullying)</td>
<td>The delivery of direct or technology-based messages that involve intimidation, teasing, teasing, threats, or name calling.</td>
</tr>
<tr>
<td>Defiance (Insubordination)</td>
<td>Non-Compliance (M-Defiance)</td>
</tr>
<tr>
<td>Disrespect (M-Disrespect)</td>
<td>Student delivers socially rude or dismissive messages to adults or students.</td>
</tr>
<tr>
<td>Disruption (M-Distraction)</td>
<td>Student engages in behavior causing an interruption in a class or activity.</td>
</tr>
</tbody>
</table>

Handbook or Document 131
• **1.13:** Tier 1 team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.
Responding to Problem Behavior

Bigger, tougher consequences are *not* what we mean by a Consequence System.
Consistency is Key – Not Severity

• It is less important what the consequence is, than that something is *reliably* done.

• How staff respond or what consequence is used is less important than the *certainty* that something will be done, even something relatively brief such as redirection or re-teaching.

• Responses to inappropriate behaviors are always:

Alternative Consequences

1. **Student receives individualized instruction**
   - Specifically related to the student's problem behavior.

2. **Have student demonstrate the “right” way**

3. **Provide student with the opportunity to make it right**

4. **Student is given time to reset, could possibly do something like a “Think Sheet”**

- Student apologizes or compensates for loss, damage, or injury; community services.
Exclusionary Discipline

What the Research Says:

Research has shown that discipline practices that remove students from their usual classroom setting may result in adverse outcomes for students and the community.

- **Lower Academic Achievement**
  - There is a negative relationship between school suspension and school-wide academic achievement.

- **Less Likely to Graduate**
  - A single suspension in middle school increases the risk for non-graduation.

- **Justice System Involvement**
  - A student who is suspended or expelled is 3 times more likely to be in contact with the juvenile justice system the following year.

**Alternative Disciplinary Placements**

- 50% of students who received alternative placement in elementary school were placed in juvenile detention within 4 years.
- 43% of students who received alternative placement in middle school were placed in juvenile detention within 2 years.

**Out-of-school suspension is LEAST effective for students with...**

- Emotional & behavioral difficulties
- Aggression
- Hyperactivity
- Poor social skills
- Negative experiences with school, academics
Exclusionary practices are adult behaviors that:

• May provide temporary relief
• Do not support students in meeting behavioral expectations
• May incentivize repeated use of exclusionary practices
Flowchart Example

Behavior Flowchart

Key docs are hyperlinked to the flowchart:

1. Non-recorded behavior definitions
2. Minor behavior definitions
3. Major behavior definitions
4. ODR
5. Intervention resources
   a. SEL Lessons
   b. PBISworld.com
Behavior Flowchart

You teams will spend time reviewing Actions Taken and how they fit within your Behavior Flowchart.

NOTE: Expectation for completing flowchart – approximately 3 months.
**Collaborative Worktime**

**Action Item 23:**
Actions taken, in response to problem behavior, are defined and documented in Team Handbook.

---

<table>
<thead>
<tr>
<th>Action Taken</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Placement (All)</td>
<td>Consequence for referral results in student being placed in a different educational setting.</td>
</tr>
<tr>
<td>In-school Suspension (SS, in-school)</td>
<td>Consequence for referral results in student being suspended for 1-5 days.</td>
</tr>
<tr>
<td>Community Service (Community Service)</td>
<td>Consequence for referral results in student serving community service for 20 hours.</td>
</tr>
<tr>
<td>Confiscation (Confiscation)</td>
<td>Consequence for referral results in student being deprived of personal property.</td>
</tr>
<tr>
<td>Expulsion (Expulsion)</td>
<td>Consequence for referral results in student being expelled for good cause.</td>
</tr>
<tr>
<td>Individualized Instruction (II)</td>
<td>Consequence for referral results in student receiving individualized instruction specifically related to the student's problem behavior.</td>
</tr>
</tbody>
</table>

---

**To School Suspension (SS-out-of-school):**
Consequence for referral results in student being suspended for a period of time away from all scheduled activities during the school day.

---

**Loss of Privilege (LPR):**
Consequence for referral results in student being unable to participate in some type of privilege.

---

**Other Action Taken (Other):**
Consequence for referral results in administrative decision that is not listed. Staff using this form will specify the administrative action taken.

---

**Off-Site School Suspension (OSS):**
Consequence for referral results in student being suspended for 1-5 days when student is not allowed on campus.

---

**Parent Contact (Parent):**
Consequence for referral results in parent communication by phone, email, or person-to-person about the problem.

---

**Restraints/Confinement Service (RCS):**
Consequence for referral results in student participating in restraints or confinement for less, no more, or injury, or community services.

---

**Additional Attendance (AD):**
Consequence for referral results in student attending classes one Saturday.

---

**Saturday School (SS):**
Consequence for referral results in student spending time in the office at the end of scheduled activities.

---

**Time in Office (Office):**
Consequence for referral results in student spending time in a specified area away from scheduled activities.

---

**Tutor/Definition (Tutor):**
Consequence for referral results in student attending classes in a specified area away from scheduled activities.

---

**Action Pending (Act Pending):**
Consequence for referral results in pending. Refer to will be modified when "action taken" is determined.

---

**If action taken is limited above:**

---

**Doc. 137**

---

**PCOE**

**Gold in Education**
## Training Objectives

<table>
<thead>
<tr>
<th>Teams will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✅ Develop a basic understanding of the function of behaviors</td>
</tr>
<tr>
<td>✅ Begin to define/differentiate between Staff Managed (non-recorded), Minor (recorded) and Major Behaviors</td>
</tr>
<tr>
<td>✅ Begin to develop a Behavior Flowchart as part of your site’s continuum of responses to problem behavior</td>
</tr>
<tr>
<td>• Begin to develop an Office Discipline Referral (ODR) form compatible with SWIS</td>
</tr>
<tr>
<td>• Understand Data Systems readiness requirements</td>
</tr>
</tbody>
</table>
Collaborative Worktime

Review the Tier 1 Day 3 Action Plan items 19-25 to focus on your next steps.

<table>
<thead>
<tr>
<th>Responding to Problem Behavior</th>
<th>Item</th>
<th>Description</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Item</td>
<td>Strategies defined for Staff Managed behaviors and documented in Team Handbook.</td>
<td>Your Tier 1 Handbook 135 Definition of Behavior Strategies</td>
</tr>
<tr>
<td>20</td>
<td>Item</td>
<td>Discipline Flowchart created with staff input and documented in Team Handbook.</td>
<td>Your Tier 1 Handbook 137 Discipline Flowchart</td>
</tr>
<tr>
<td>21</td>
<td>Item</td>
<td>Minor Problem Behaviors identified, defined and documented in Team Handbook.</td>
<td>Your Tier 1 Handbook 131 Referral Category Definitions</td>
</tr>
<tr>
<td>22</td>
<td>Item</td>
<td>Major Problem Behaviors identified, defined and documented in Team Handbook.</td>
<td>Your Tier 1 Handbook 131 Referral Category Definitions</td>
</tr>
<tr>
<td>23</td>
<td>Item</td>
<td>Actions taken, in response to problem behavior, are identified, defined, and documented in Team Handbook.</td>
<td>Your Tier 1 Handbook 131 Referral Category Definitions 166 Alternatives to Suspension</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Office Discipline Referral Form</th>
<th>Item</th>
<th>Description</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Item</td>
<td>Office Discipline Referral form completed to include all essential elements.</td>
<td>134 PCOE Example Referral Form 134H HS Referral Form Example 132 SWIS Referral Compatibility Checklist</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff Buy In/Professional Development</th>
<th>Item</th>
<th>Description</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Item</td>
<td>PBIS Staff Professional Development Plan completed and documented in Tier 1 Handbook, staff trained on Day 3 content.</td>
<td>Your Tier 1 Handbook Shortened PowerPoint, Day 3</td>
</tr>
</tbody>
</table>
Please a minute to fill out our Feedback Form!

Feedback
https://forms.gle/TTtSrgVcwgfr9PrC8

See you on **March 1, 2022 @ 3:00-5:00PM** for
PBIS Tier 1 Day 3B