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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?



Patwin Elementary



WAGGONER ELEMENTARY



Plainfield

Small School with Big Expectations



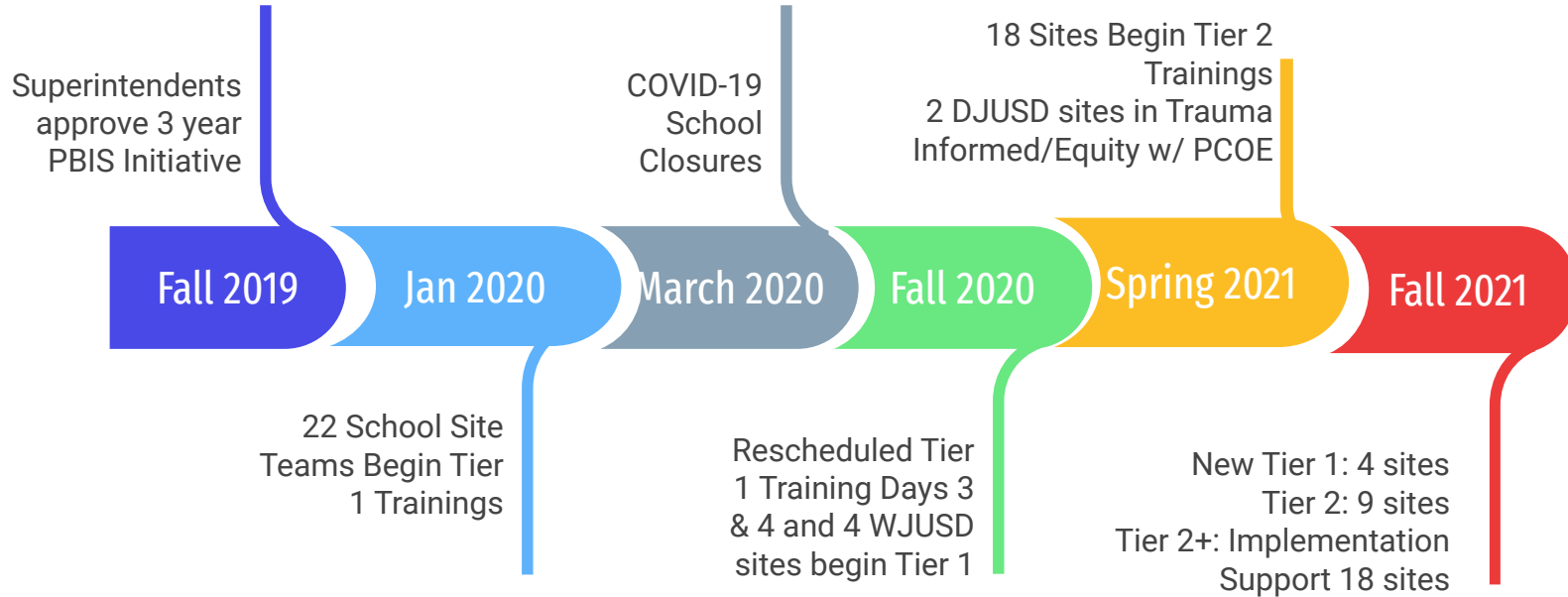
Virtual
Academy



Beamer Park

Preparing and empowering all students for a future of endless possibilities

Yolo County PBIS Timeline





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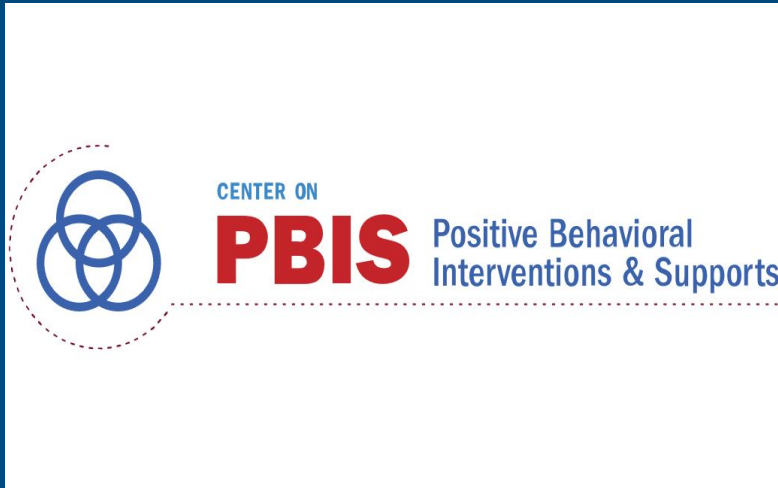
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Acknowledgments



California PBIS Coalition
www.pbisca.org

Midwest PBIS Network

Northwest PBIS

Nevada PBISTA Center

Group Agreements

Respectful

- Start and end on time.
- Listen actively (and without distractions).
- Mute yourself when not speaking.

Responsible

- 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.

Committed

- 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

<input type="checkbox"/>	Day	Content
	1	Overview, Team Development, Behavioral Expectations
	2	Lesson Plans, Posters, Acknowledgement System
<input type="checkbox"/>	3	Function of Behavior, Responding to Problem Behavior, Consequence Systems
	4	PBIS and the Classroom, Kickoff,
	SWIS	School-Wide Information System

Training Objectives

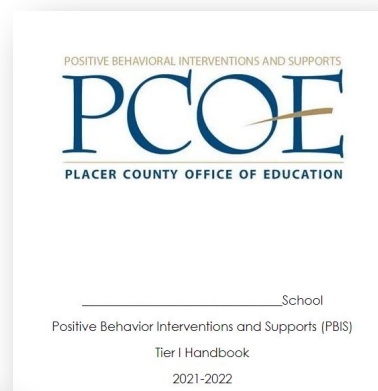
Teams will:

- ✓ Develop a basic understanding of the function of behaviors
- ✓ Begin to define/differentiate between Staff Managed (non-recorded), Minor (recorded) and Major Behaviors
- ✓ Begin to develop a Behavior Flowchart as part of your site's continuum of responses to problem behavior
 - Begin to develop an Office Discipline Referral (ODR) form compatible with SWIS
 - Understand Data Systems readiness requirements

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.

Return to Top		2021-2022 PBIS Tier 1 Action Plan:		
Focus	Action Item #	Action Item	Reference Documents/Links	Who
Tier 1 Teaming	1	Tier 1 Handbook downloaded, copied and shared with PBIS Tier 1 Team Members.	113 PBIS Tier 1 Team Handbook	
	2	Team member roles assigned and documented in your Tier 1 Handbook.	102 PBIS Tier 1 Team Handbooks 103 TIPS Team Member Responsibilities	
	3	Team Purpose created and documented in your Tier 1 Handbook.	Your Tier 1 Handbook	
	4	Team Agreements created and documented in your Tier 1 Handbook.	Your Tier 1 Handbook	
Defining Behavior Expectations	5	Elements of Culture - activity presented to Staff	106 Elements of Culture	
	6	3-5 Schoolwide Expectations created and documented in Tier 1 Handbook.	108 Behavior Matrix Template 109 Behavior Matrix Example	
	7	Schoolwide Behavioral Matrix completed and documented in your Tier 1 Handbook.	108 Behavior Matrix Template 109 Behavior Matrix Example	



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?

On a scale of **PRINCE**
how are you feeling today?



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.

Return to Top		2021-2022 PBIS Tier 1 Action Plan:		
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	7	Schoolwide Behavioral Matrix completed and documented in your Tier 1 Handbook.	108 Behavior Matrix Template 109 Behavior Matrix Example	

Rethinking Discipline & Understanding 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.

Dear Teacher



https://www.youtube.com/watch?v=ITMLzXzgB_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!*

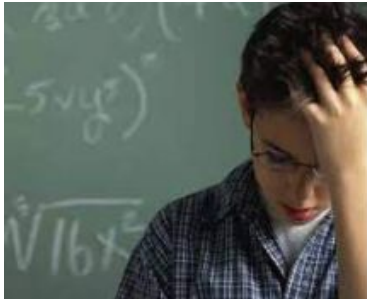


Understanding Functions of Behavior Helps Us:

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

Considering Why a Behavior Occurs

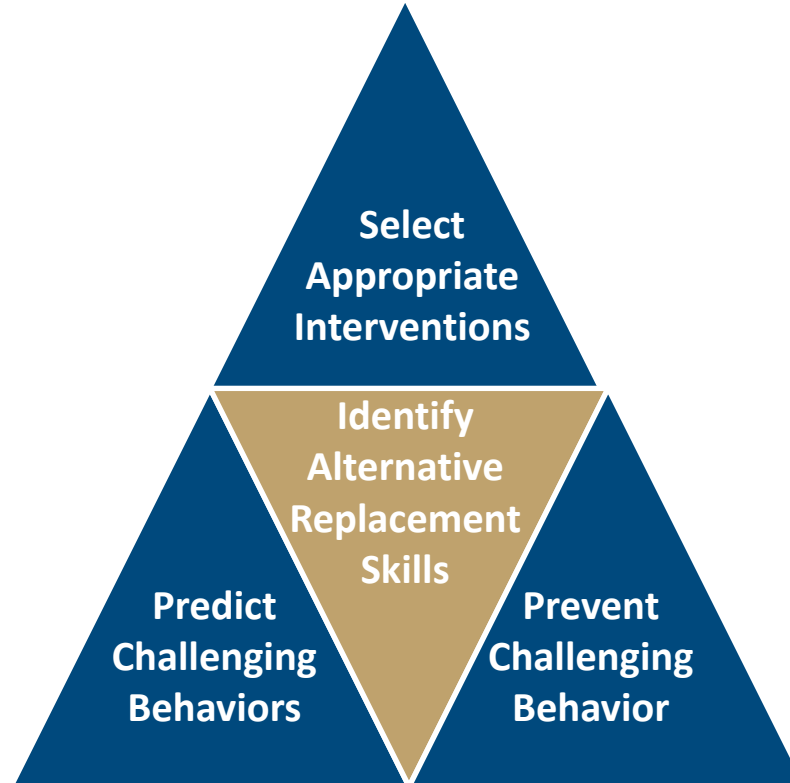
We might approach behavior differently if we know the **purpose** and **function** of the behavior.



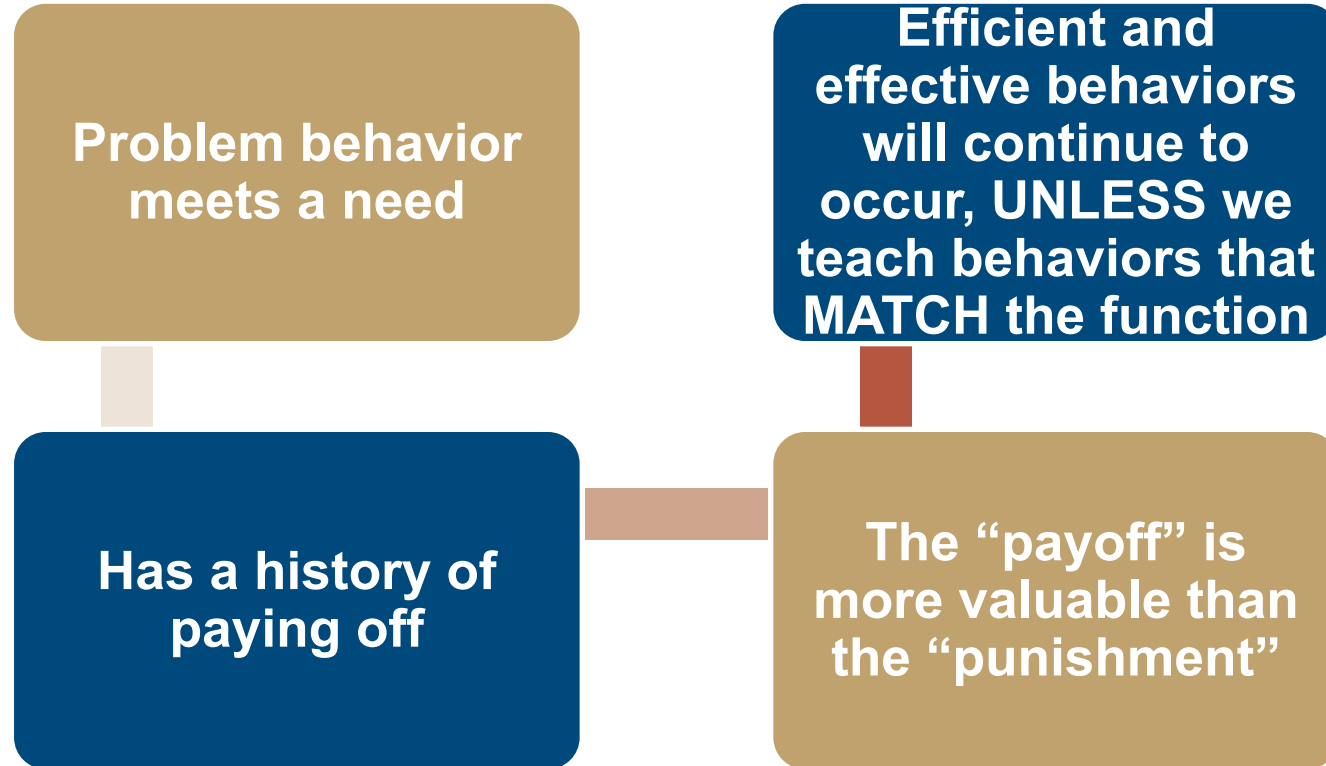
Typically, we behave in ways to:

- Avoid something
 - Attention
 - Activity
 - Person
- Obtain something
 - Attention
 - Activity/Tangible

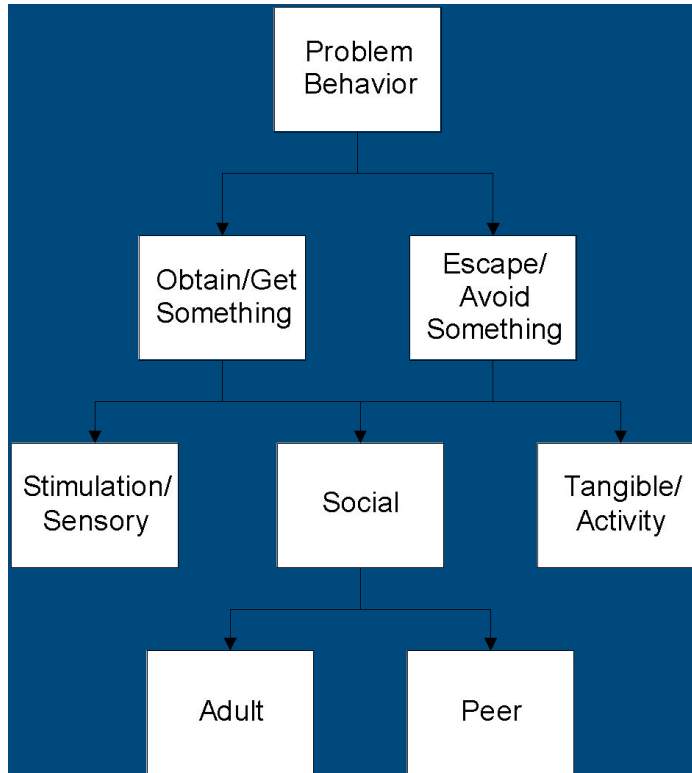
Understanding *Why* a Behavior Occurs Can Help:



Behavior Serves a Function



Possible Functions of Behavior



ABC's of Behavior



What Is the Perceived Motivation?



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

Google Activity Slides

Unmet Needs and/or Rethinking Discipline (Debrief Asynch)

School Name	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?

1

Rethinking Discipline

The Traditional View of Discipline
For the most part, our approaches to school discipline are still based on the punitive and exclusionary policies developed when public education began in the early 1900s and schools were oriented toward the academically inclined and socially acceptable. Today, the child at the schoolhouse door has created a swing in the balance of power in schools and classrooms. While the teacher's authority was once taken virtually for granted, now teachers are confronted with students who challenge that authority. A resulting focus or greater emphasis on maintaining control has led to an increasingly reactive and often punitive approach.

Whether intentionally or unintentionally, schools have a long history of being exclusive. Discipline policies act as a means to weed out students less able, less motivated, or poorly behaved. When educators are asked to define discipline, the most common response is "punishment for rule-breaking behavior." Schools develop lists of prohibitive rules and a series of increasingly severe punishments for violators of these rules. Unfortunately, such a punitive view of discipline results in approaches that have questionable, if not harmful effects (Skiba & Peterson, 1999). Punishment focuses on what not to do, does not teach desired behaviors, can damage relationships, impede learning, and lead to students dropping out of school. Some educators feel that these punitive and exclusionary policies are fine and served them well to eliminate the irritating and unnecessary intrusions into their teaching agendas. Many believe that students know the right

way to behave, that their behavior is a performance deficit and that they have the skills but are merely choosing defiance or subordination. They therefore assume that punishment will bring a halt to the problem behavior and the student will behave appropriately. Use is further supported because of the relief from the immediate effects offered by the short-term solution of removing the problem.

In reality, punishments satisfy the punisher, but have little lasting effect on the punished (Losen, 2011). Most sadly, these exclusionary approaches are in direct conflict with school missions to help all students achieve their fullest potential. Our punitive policies fail the very students they target. Is it reasonable to exclude students with social, emotional, and behavioral needs from the one environment that may allow them to learn the value of an education and the vital skills, behaviors, and attitudes necessary to function successfully, not only in school, but in the community and later on the job?

Discipline is Teaching
As we seek to ensure inclusive learning environments, our attitudes regarding discipline must change. Is discipline concerned with punishing misconduct or with preventing it? According to the dictionary, it refers to prevention and remediation, "training to act in accordance with rules," and "instruction and exercise designed to train proper conduct or action." Training that is expected to produce a specified character pattern of behavior, and "controlled behavior resulting from such training."

Adapted from MO SW-PBS Team Workbook, retrieved 2.2013

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

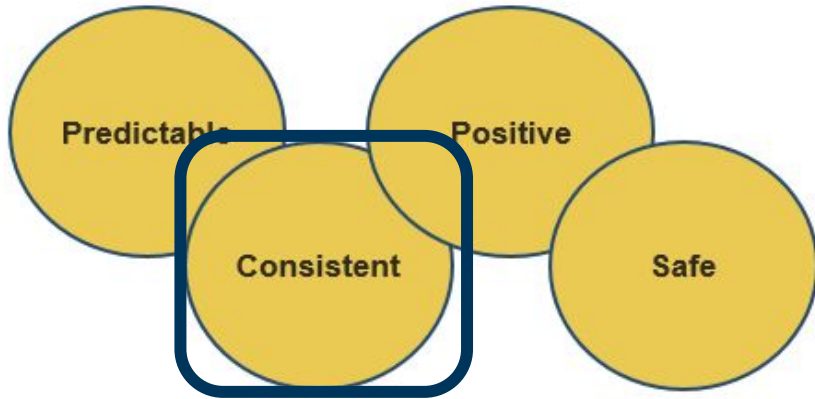
Consistency is Key!

- 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:

1. Calm 2. Consistent 3. Brief 4. Immediate 5. Respectful

Developing a Discipline Flowchart

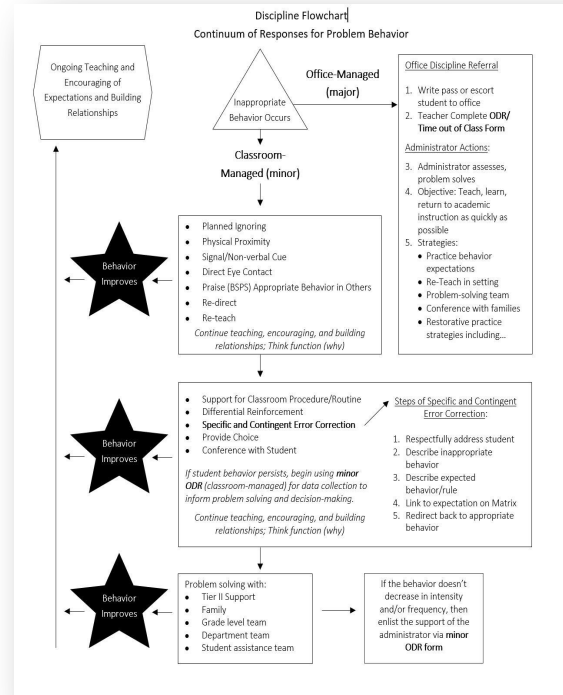
Creating consistency in our discipline systems.



Developing a Discipline Flowchart

1.6 Discipline Policies:

School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.



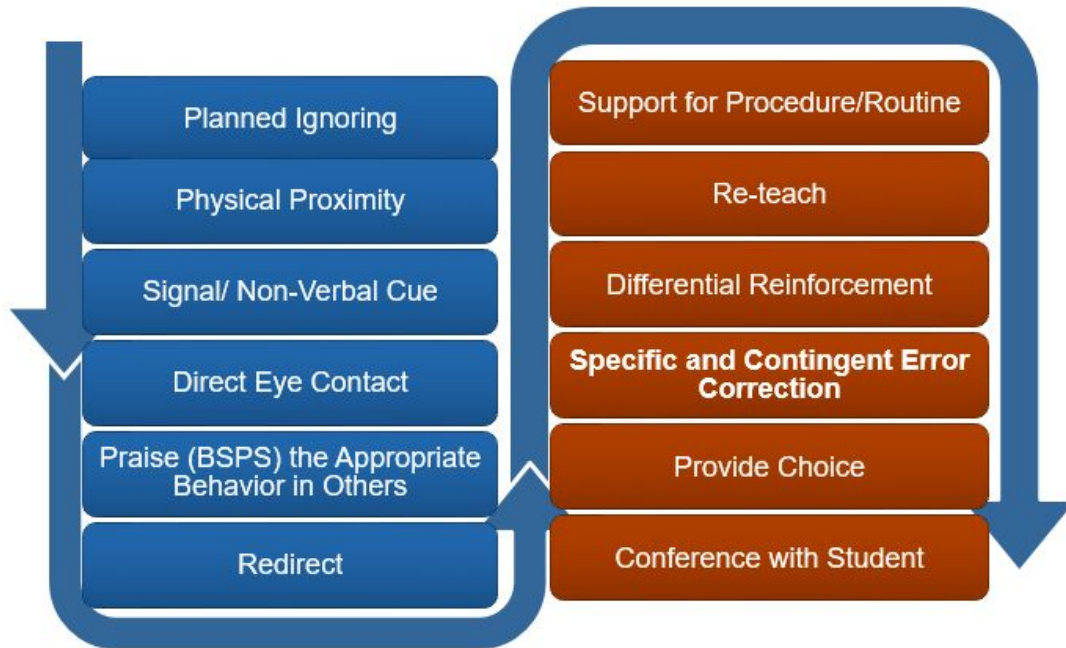
In your handbook, or Document 137



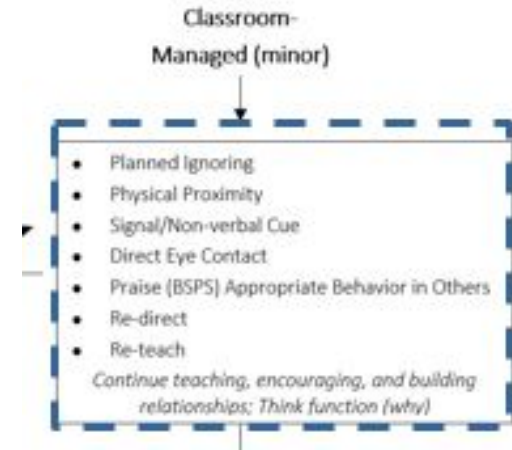
Building a Schoolwide System to Discourage Inappropriate Behavior

- 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

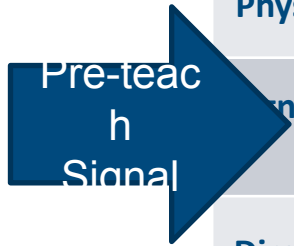
Develop a Continuum of Strategies to Respond to Problem Behavior



Include in your flowchart.



Discipline Strategies



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

Discipline Strategies

Support for Procedures/ Routine	Identify and install a classroom routine to prevent the problem behavior. Provide a booster for a routine already in place.
Re-teach	State and demonstrate the matrix behavior. Have the student demonstrate. Provide immediate feedback.
Differential Reinforcement	Reinforcing one behavior and not another. For example reinforce the positive behavior while ignoring the student's inappropriate behavior.
Specific and Contingent Error Correction	Specific directions that prompt or alert the student to stop the undesired behavior and to engage in the desired behavior
Provide Choice	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.
Conference with Student	Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback.

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

Respectfully address student

Describe inappropriate behavior

Describe expected behavior/rule

Link to expectation on Matrix

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

You ask the class to take out their math book. Denae sighs loudly, crosses her arms and slouches in her chair.

During your biology lesson, Luke loudly stands up and walks over to the pencil sharpener, talking to another student on the way.

While supervising lunch, you notice Kerri get up to go out 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.

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

**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

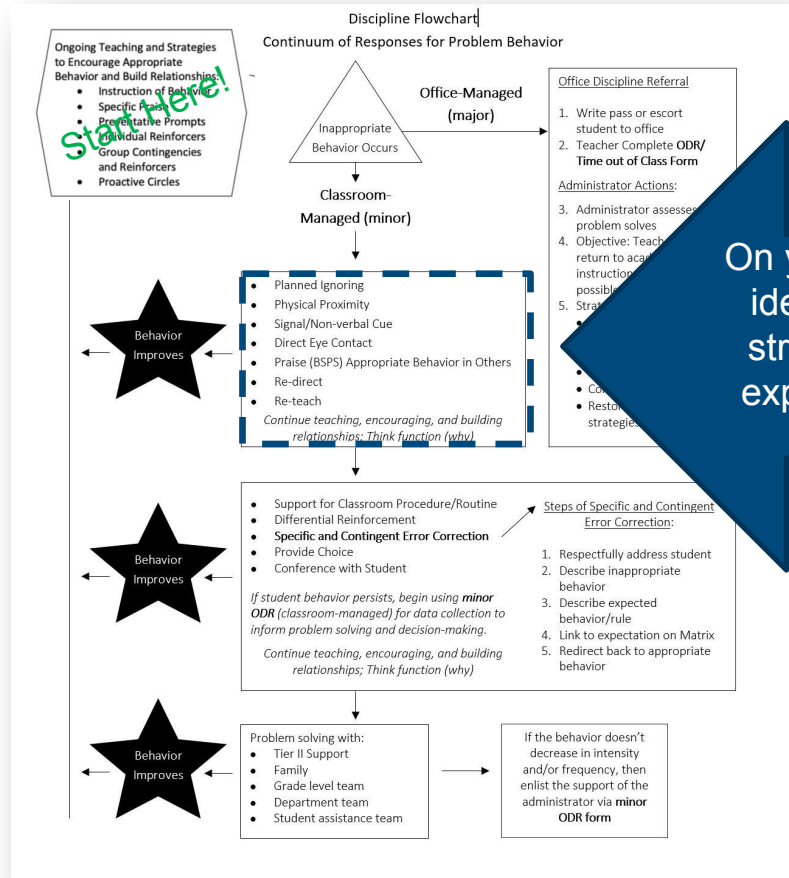
- Putting students on hold or sending them out of the room may be an option with your software. However, if you exclude a student, just as in real life, they may not return when you want them back.
- Consider the following alternatives to exclusionary discipline:
 - Correct behavior privately via a private 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



Discipline Flowchart



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

- **Classroom-managed**
non-recorded
- **Classroom-managed**
recorded

- **Office-managed**
(recorded major)

Involve opportunities for teachable moments and minimizing interruption to instruction

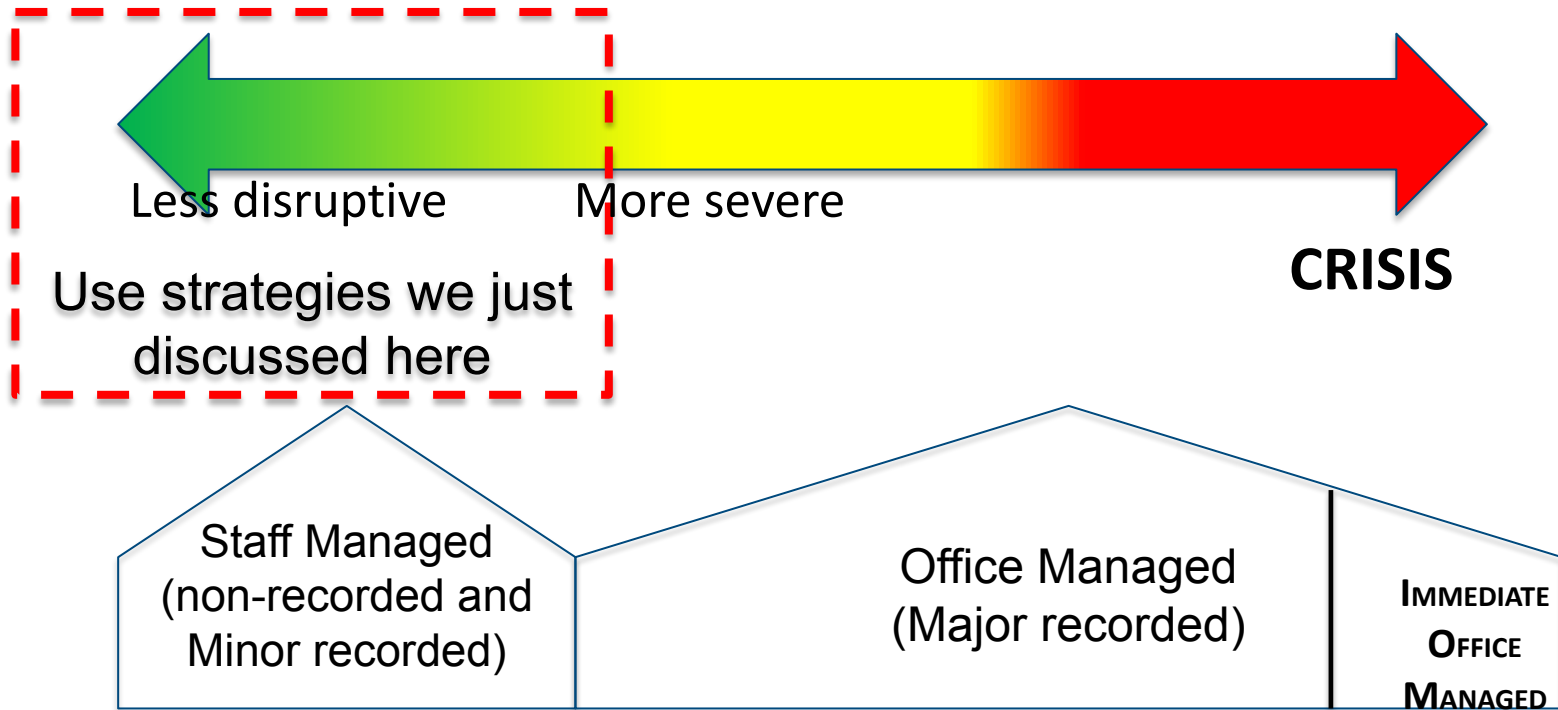
Involve school and student physical and emotional safety

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



Behavior Management Levels

Staff Managed (Non-Recorded)- situation that can be easily redirected

- Maybe students' first time
- Student needs to be reminded of the expectations or retaught

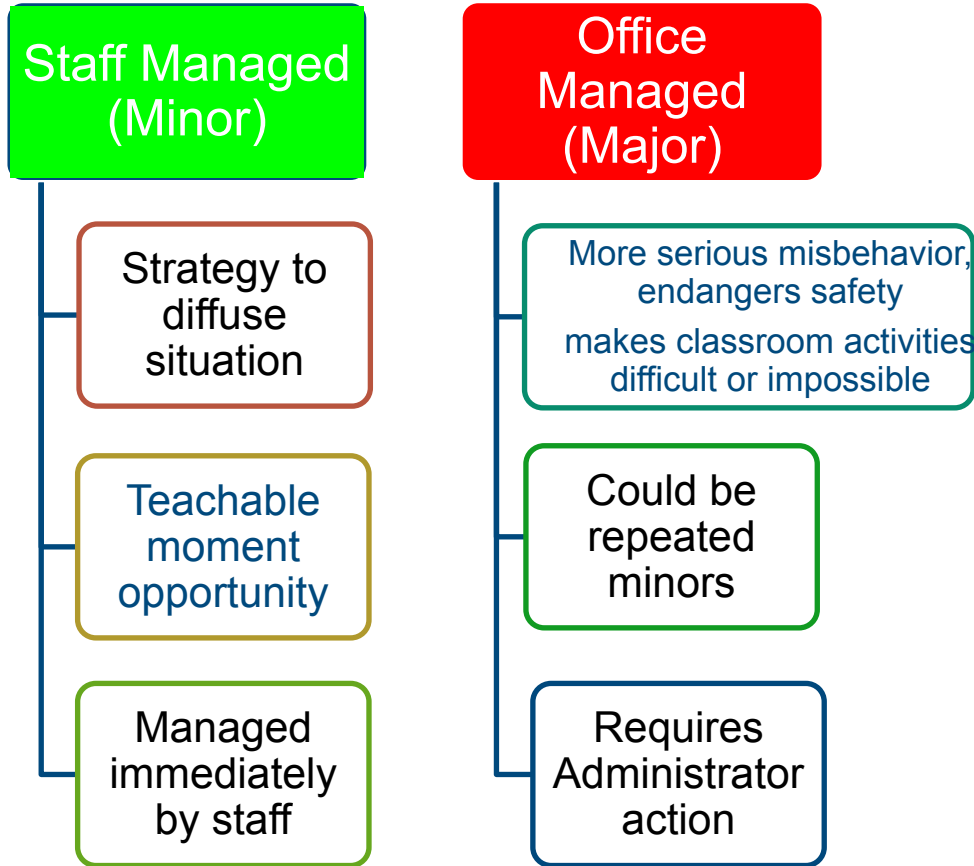
Staff Managed (Minor) – Low intensity behavior that can be resolved with staff intervention

- Use proactive strategies for defusing the situation
- Managed immediately by staff currently supervising students (not sent to office)
- Minor referral may be written after staff has exhausted proactive strategies

Office Managed (Major) – More serious misbehavior that endangers safety or well-being or makes normal classroom activities difficult or impossible

- Could also be repeated minors
- Behavior requires administrator intervention

Behavior Management Levels



T-Chart Example

Teacher Managed Behavior (Minor)	Office Managed Behavior (Major)
<ul style="list-style-type: none">• Attendance/Tardy – Inform parents on effect on academic performance• Profanity directed at student• Gum chewing• Homework• No supplies• Tattling• Non-compliance• Name calling• Lying• Minor stealing• Cheating• Dress Code Violations• Minor Harassment• Disrespect• Disruption• Defiance	<ul style="list-style-type: none">• Attendance/Tardy• Vandalism• Substances• Weapons• Profanity directed at Adults• Fighting• Verbal/Physical intimidation• Major stealing• Cutting school• Wanderers• Gang Related Activity• Chronic Dress Code Violation• Harassment (including sexual)• Disrespect• Disruption• Defiance



Why is Disrespect, Defiance and Disruption hard to define?

Collaborative Worktime

Action Item 19:
Identify strategies for Staff
Managed behaviors that will be
included in your Flowchart

Download a copy of document 135 by using the hyperlink in your Action Plan. Document in your handbook.

Planned Ignoring	Ignore student behaviors when their motivation is attention, and continue instruction without stopping.
Physical Proximity	Using teacher proximity to communicate teacher awareness, caring and concern.
Signal/ Non-Verbal Cue	Teacher gestures to prompt a desired behavior, response, or adherence to a classroom procedure and routine.
Direct eye contact	The "teacher look" to get attention and non-verbally prompt a student.
Praise (BSPS)the Appropriate Behavior in Others	Identify the correct behavior in another student or group, and use behavior specific praise to remind all students of the rule/expectation.
Redirect	Restate the desired behavior as described on the teaching matrix.
Support for Procedures/Routine	Identify and Install a classroom routine to

Document 135

Defining Problem Behavior

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

Google Activity Slides

Behavior Categories

School Name

Staff Managed
Not reported

Staff Managed
MINOR
Data collected

Office Managed
MAJOR
Data Collected

Minor, Major
Staff Managed

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

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.

Alicie, 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!"

Jason, 6th grade, steals
\$5.00 that was on his
teacher's desk in plain sight.

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:

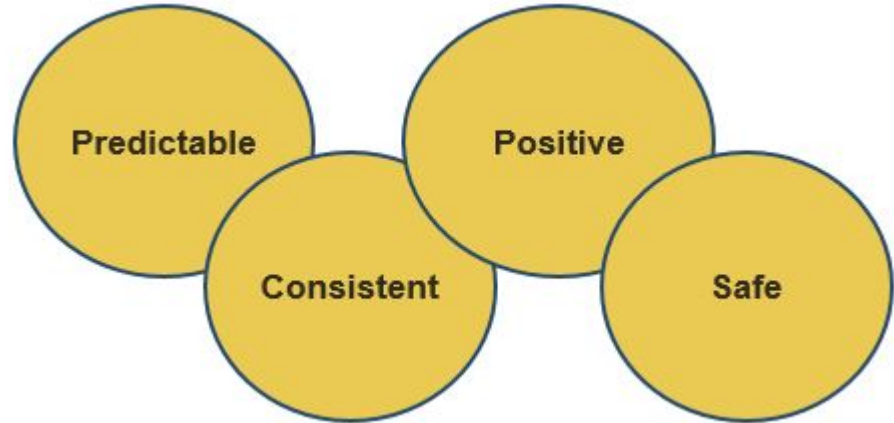
- **1.5 Problem Behavior Definitions:** School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for address office-managed versus staff-managed problems.

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.*

Non-Recorded Problem Behavior	Definition
Example: Running	Student is running in walking zones.

Minor Problem Behavior	Definition
Defiance/ Insubordination/ Non-Compliance (M-Defiance)	Student engages in brief or low-intensity failure to follow directions or talks back.
Disrespect (M-Disrespect)	Student delivers low-intensity, socially rude or dismissive messages to adults or students.
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption.
Dress Code Violation (M-Dress)	Student wears clothing that is near, but not within, the dress code guidelines defined in the school district.
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language.
Other	Student engages in any other minor problem behaviors that do not fall within the other categories.

Major Problem Behavior	Definition
Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan)	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.
Arson (Arson)	Student plans and/or participates in malicious burning of property.
Bomb Threat/ False Alarm (Bomb)	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.
Bullying (Bullying)	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.
Defiance/ Insubordination/ Non-Compliance (Defiance)	Student engages in refusal to follow directions or talks back.
Disrespect (Disrespect)	Student delivers socially rude or dismissive messages to adults or students.
Disruption	Student engages in behavior causing an interruption in a class or activity.

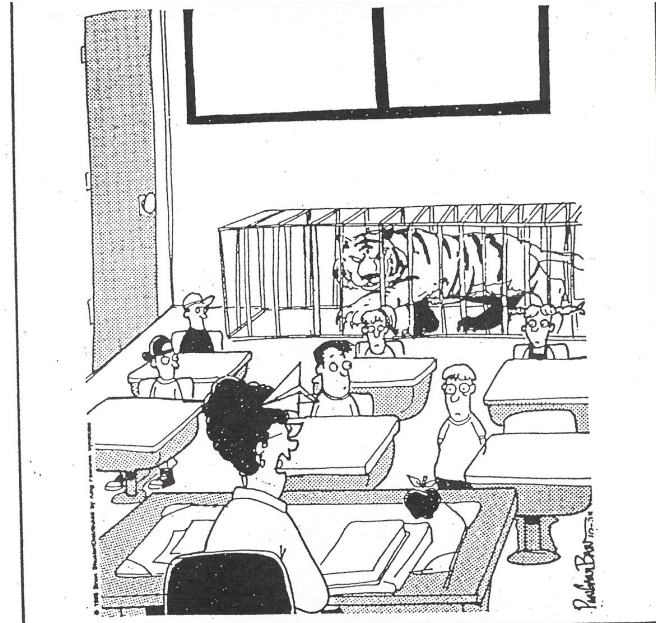
Handbook or
Document 131

Responding to Behaviors – Actions Taken

- **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



"Well, Timmy, it looks like you've just earned yourself
10 minutes in the cage with Mr. Whiskers."

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:
 1. *Calm*
 2. *Consistent*
 3. *Brief*
 4. *Immediate*
 5. *Respectful*

Alternative Consequences

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

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

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

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:

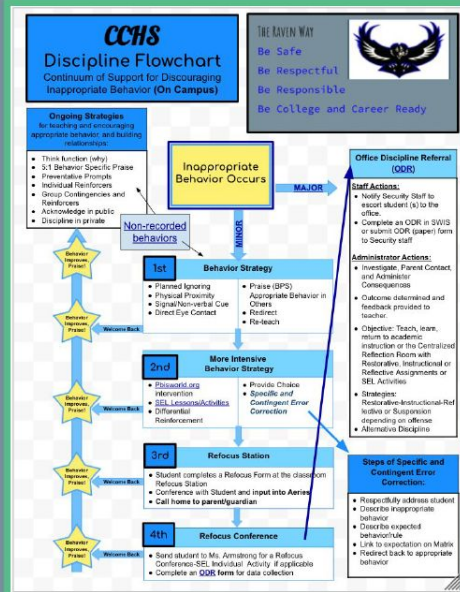
- May provide temporary relief
- Do not support students in meeting behavioral expectations
- May incentivize repeated use of exclusionary practices



Document
186

Flowchart Example

Behavior Flowchart



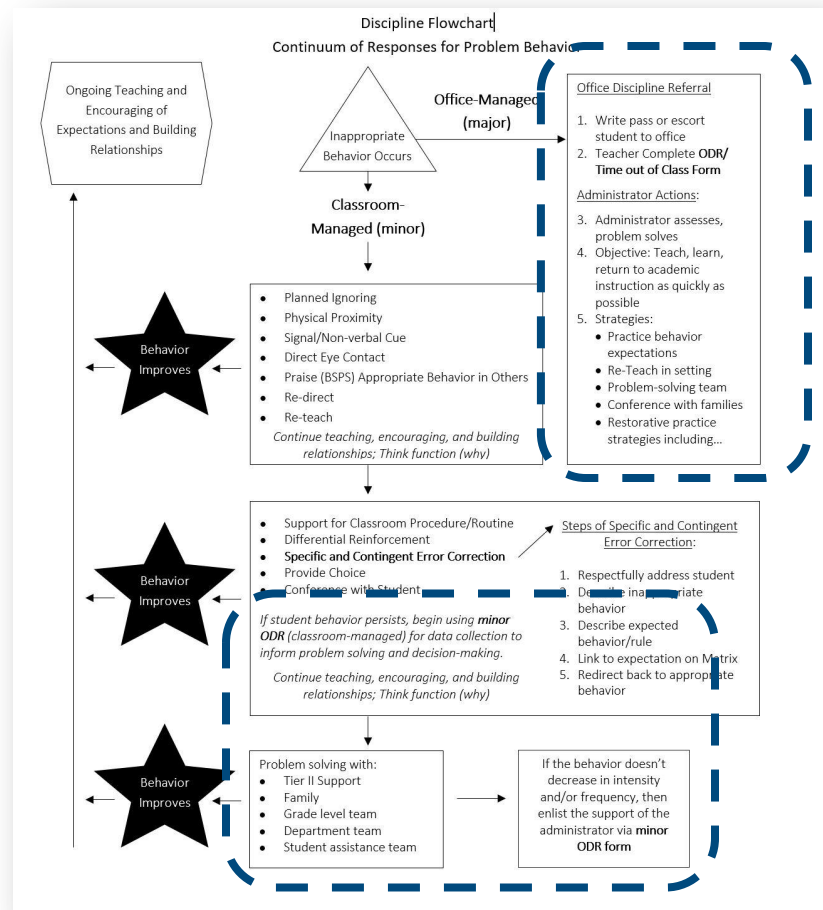
Key docs are hyperlinked to the flowchart:

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.

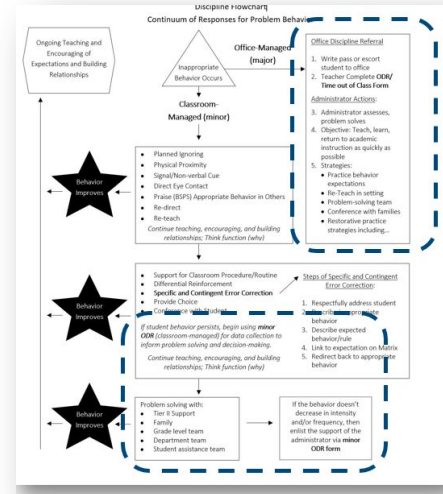
NOTE: Expectation for completing flowchart – approximately 3 months.



Collaborative Worktime

Action Item 23:

Actions taken, in response to problem behavior, are defined and documented in Team Handbook.



Doc. 137

Action Taken	Definition
Alternative Placement (Alt Placement)	Consequence for referral results in student being placed in a different educational setting.
Bus Suspension (Bus susp)	Consequence for referral results in 1-3 day period when student not allowed on the bus.
Community Service (Comm svc)	Consequence for referral results in involvement in community service activities or projects.
Conference with Student (Conf)	Consequence for referral results in student meeting with administrator, teacher, and/or parent (in any combination).
Expulsion (Expul)	Consequence for referral results in student being dismissed from school for one or more days.
Individualized Instruction (Instruct)	Consequence for referral results in student receiving individualized instruction specifically related to the student's problem behaviors.
In-School Suspension (In-sch susp)	Consequence for referral results in a period of time spent away from scheduled activities/classes during the school day.
Loss of Privilege (Loss priv)	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 area will specify the administrative action taken.
Out-of-School Suspension (Out-sch susp)	Consequence for referral results in a 1-3 day period 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.
Restitution/Community Service (Restitution)	Consequence for referral results in apologizing or compensating for loss, damage, or injury; community services.
Additional Attendance/Saturday School (Sat Sch)	Consequence for referral results in student attending classes on a Saturday.
Time in Office (Office)	Consequence for referral results in student spending time in the office away from scheduled activities/classes.
Time Out/Detention (Detent)	Consequence for referral results in student spending time in a specified area away from scheduled activities/classes.
Action Pending (Act Pen)	Consequence for referral is pending. Referral will be modified when "action taken" is determined.
Other (Other)	Action taken not listed above.

Team Handbook

Training Objectives

Teams will:

- ✓ Develop a basic understanding of the function of behaviors
- ✓ Begin to define/differentiate between Staff Managed (non-recorded), Minor (recorded) and Major Behaviors
- ✓ Begin to develop a Behavior Flowchart as part of your site's continuum of responses to problem behavior
 - Begin to develop an Office Discipline Referral (ODR) form compatible with SWIS
 - Understand Data Systems readiness requirements

Collaborative Worktime

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

Responding to Problem Behavior	19	Strategies defined for Staff Managed behaviors and documented in Team Handbook.	Your Tier 1 Handbook 135 Definition of Behavior Strategies
	20	Discipline Flowchart created with staff input and documented in Team Handbook.	Your Tier 1 Handbook 137 Discipline Flowchart
	21	Minor Problem Behaviors identified, defined and documented in Team Handbook.	Your Tier 1 Handbook 131 Referral Category Definitions
	22	Major Problem Behaviors identified, defined and documented in Team Handbook.	Your Tier 1 Handbook 131 Referral Category Definitions
	23	Actions taken, in response to problem behavior, are identified, defined, and documented in Team Handbook.	Your Tier 1 Handbook 131 Referral Category Definitions 186 Alternatives to Suspension
Office Discipline Referral Form	24	Office Discipline Referral form completed to include all essential elements.	134 PCOE Example Referral Form 134H HS Referral Form Example 132 SWIS Referral Compability Checklist
Staff Buy In/ Professional Development	25	PBIS Staff Professional Development Plan completed and documented in Tier 1 Handbook, staff trained on Day 3 content.	Your Tier 1 Handbook Shortened PowerPoint, Day 3

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

