A Discussion On

Student Behavior

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PHM Forum 12/2/20

Introductions

Randy Williams, Associate Principal PHS

- 12th year in PHM (Prairie Vista, Madison, Walt Disney, Penn)
- Elementary, Middle, Alt. School Teacher, Coach, Dean, Principal
- Indiana School Safety Specialist, Restorative Practices Trainer, CPI Trainer, QPR Trainer, ACEs Trainer
- Student Services Focus

Introductions

Dr. Lavon Dean-Null, Principal SMS

- 18th year in PHM (Discovery, Grissom, Walt Disney, and Schmucker)
- Elementary, Middle and High School Teacher, Assistant Principal, Principal
- Taught in South Korea and facilitates PHM's middle school study abroad programs
- Restorative Practices Trainer

Goals for Today

1. Develop a better understanding of behavior management in our schools.
    - Learn about the intervention process.
    - Understand the shift in approach that has occurred over the last 10 years.
    - Identify the connections between behavior management and restorative practices.
2. Understand that considerable and sustained effort needs to be applied to change behaviors.
3. Be able to ask questions about student discipline and behavior.

Circle Question - Community Building

What is you favorite Thanksgiving food?

Circle Question - Zones of Regulation

RED ZONE-Heightened state, intense emotions (e.g., elation, anger, terror, devastation, etc.)

YELLOW ZONE-Heightened state, intense emotions, but more control than if in the red zone (e.g., stress, frustration, anxiety, excitement, silly, etc.)

GREEN ZONE-Calm, alert state (e.g., happy, focused, content, ready to learn). This is where optimal learning occurs.

BLUE ZONE-Low state of alertness, feeling down (e.g., sad, tired, sick, bored, etc.)

Then and Now…Schools Change Over Time…Slowly

Social norms, efforts to reform, policies, leadership, research, etc. change over time. Schools adapt, usually rather slowly. We can think about the metaphor of the "factory-like school" and how we now strive create a more collaborative, connected, enriching experience.

We are still are very mindful of our mission of service to our students and community and realize that the times have changed. So, what do we do when students just want to socialize or are not interested in thinking today? What if they don't seem invested in their education? What about the student that often causes a big disruption?

School Discipline...What is it?

Culture
Seating
Discipline
Rewards

Rules
Consequences
Procedures
Quality Instruction

Behavior Plans
IEPs
504 Plans
Proximity

Warnings
Parents
Communication
Routines

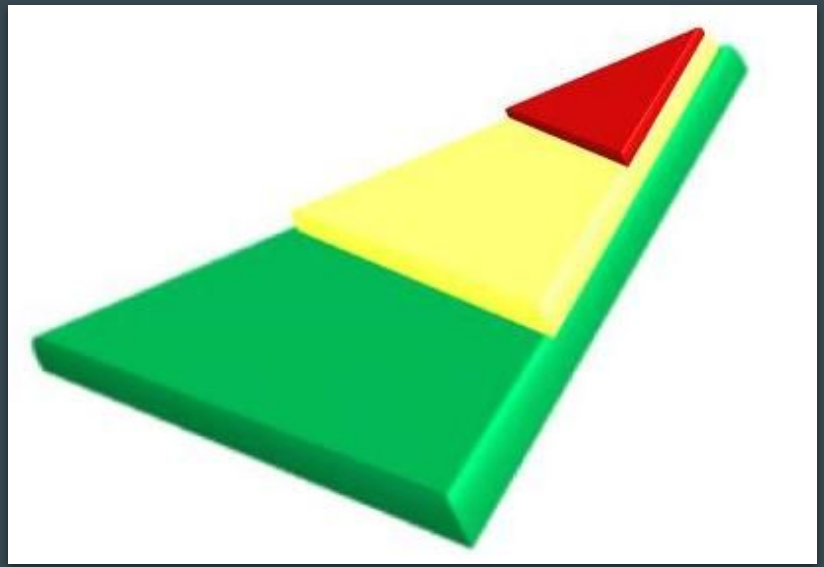
Teaching Expectations
Rehearsal
Administrative Support
Data

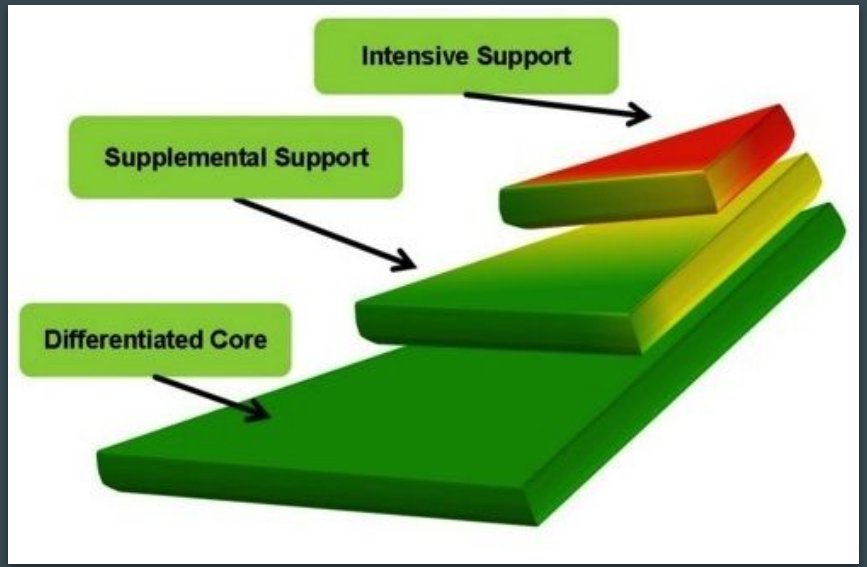
Classroom Teacher Non-negotiables

- We implement a Positive Behavior Plan that is schoolwide. Take care of yourself. Take care of each other. Take care of this place. This plan must be integrated into the day to day operation of the classroom.
- Developing a positive classroom culture focused on healthy relationships must be considered a priority.
- Great teaching is a powerful classroom management strategy. Creating lesson plans that highlight engaging content, effective instructional techniques, and a responsive assessment system will allow for student success.
- Students need to feel safe in the classroom (physically, emotionally, mentally).

PBIS...Why Teach Positive Social Behaviors?

- Most students succeed when a positive school culture is promoted, informative corrective feedback is provided, academic success is maximized, and use of prosocial skills is acknowledged.





PBIS & Restorative Practices

Aim of Restorative Practices: Restorative Practices develop community and **manage conflict** and tensions by **repairing harm** and restoring relationships.

Fundamental Hypothesis of Restorative Practices: The fundamental hypothesis of restorative practices is that human beings are **happier**, **more cooperative** and **productive,** and more likely to **make positive changes** in their behaviors when those in positions of authority do things **with** them, rather than to or for them.

Tier I Strategies and Support Overview

Tier I strategies are those that are applied to the entire student body (Take 3). They include classroom systems for teaching expectations, providing acknowledgements, and managing rule violations.

Classroom management decisions are based on behavioral data. Strategies that involve counting, timing, sampling, ABC cards, and conduct referrals can be used.

Effective instructional strategies are implemented with fidelity.

We must also understand the distinction between classroom managed and office managed behaviors.

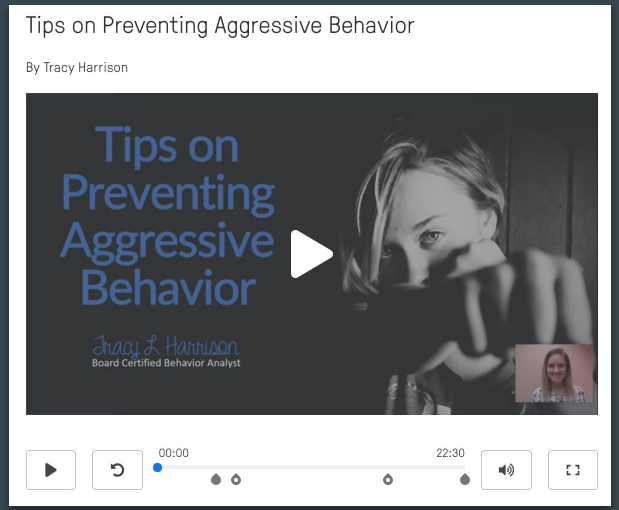
Tier I Strategies and Support In Action

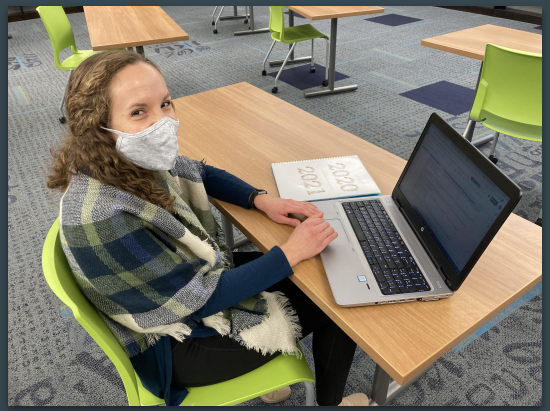
It is a community effort!

Tier I Strategies and Support In Action

Teacher PD Opportunities

Trainings via Edpuzzle during Virtual Learning





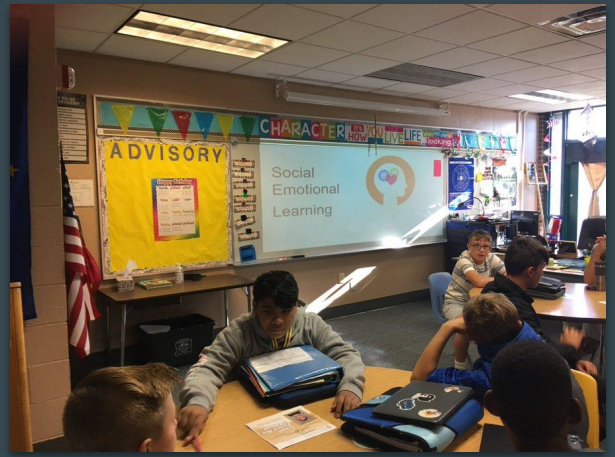
Staff Meetings & PLCs Focused on School-Wide Behavior Expectations

Tier I Strategies and Support In Action

Community
Circles

Virtual
Community
Circles

SEL Lessons &
Whole School
PBIS Lessons



Tier II Strategies and Support Overview

Tier II strategies involve targeted supports for some students (the ones that do not respond well to Tier I strategies).

These strategies are designed to be more intensive for those students more at risk to engage in more serious behaviors.

Common Tier II practices might include teaching social skills, using a "check-in/check-out" system, behavior plans, groups, behavior contracts, etc.

Tier II conversations can happen within PLC's and can also involve other school personnel, like deans, counselors, academy leaders, and administrators.

Tier II Strategies and Support In Action

Girls In Real Life Situations

Attendance Group

YSB Lunch Groups

Shine Group

Krupa's Krew

Swag

CICO w/ Mr. Rohrbacher

New Student Meetings

Tier II Strategies and Support In Action

Restorative Questions

What happened?

What were you thinking of at the time?

What have you thought about since?

Who has been affected by what you have done, and how were they affected?

What do you think you need to do to make things right?

Tier II Strategies and Support In Action

Restorative Questions - For those who have been harmed

What did you think when you realized what had happened?

What impact has this incident had on you and others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

Tier III Strategies and Support Overview

Around 1%-5% of our students will need Tier III supports. These are the students that exhibit the most severe behaviors.

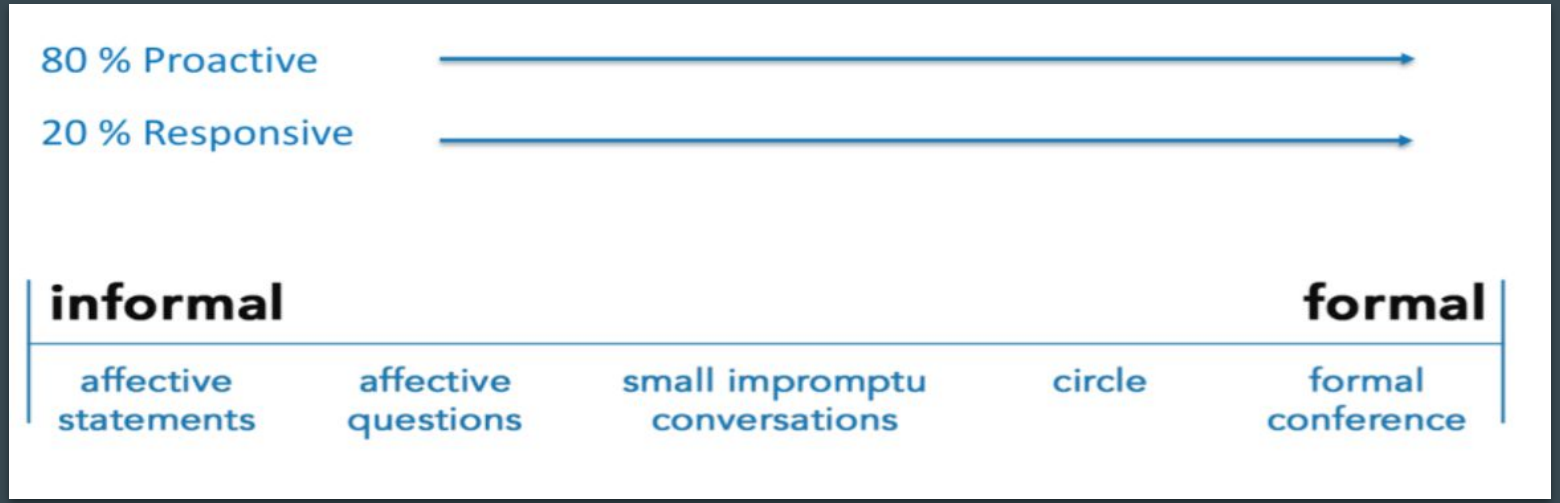
Tier III supports are meant to reduce the intensity and/or complexity of existing problem behavior that is not changed by Tier I and Tier II interventions.

Tier III supports might include FBA/PBIS plans, more comprehensive wraparound services, changes in school placements, etc.

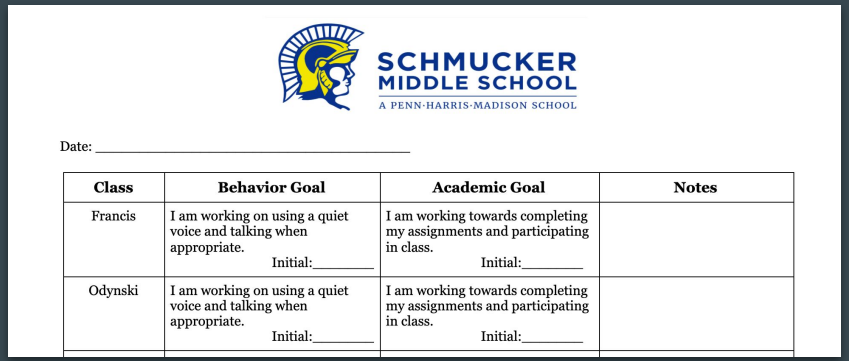
Community resources are often used to address the needs of students exhibiting Tier III behaviors.

Tier III Strategies and Support In Action

Restorative Practice Continuum



Tier III Strategies and Support In Action



SCHMUCKER MIDDLE SCHOOL
A PENN·HARRIS·MADISON SCHOOL

Date: _____

Class	Behavior Goal	Academic Goal	Notes
Francis	I am working on using a quiet voice and talking when appropriate. Initial:_____	I am working towards completing my assignments and participating in class. Initial:_____	
Odynski	I am working on using a quiet voice and talking when appropriate. Initial:_____	I am working towards completing my assignments and participating in class. Initial:_____	

YSB
Youth Service Bureau

When to Refer to Student Services a.k.a. “The Office”

Utilize the PHS Behavioral Management Process.

When students miss 5 or more days of school, please notify a dean and/or counselor.

Consultation is always available for any sort of behavior concern.

The “Office Experience”

The office is *usually* calm and orderly.

The office is a place to be heard and to problem solve. It is not prescriptive.

The office is a place where people are held accountable but the “deed” is separated from the “doer.”

The office is where restorative practices develop community and manage conflict and tensions by repairing harm and restoring relationships.

The office is not perfect but strives to make things right.

ACEs and Trauma

Part of the way we reimagine behavioral management is in understanding the impact that adverse childhood experiences (ACEs) have on behavior among other things.

We know that the more trauma is experienced as a youth, the greater the negative impact on a person's health and social wellbeing.

We know that ACEs are common, interrelated, and have a cumulative impact.

CDC ACEs Infographic

Crisis Prevention and De-escalation Strategies

- Be Empathic and Nonjudgmental
- Respect Personal Space
- Use Non-threatening Non-verbals
- Avoid Overreacting
- Focus on Feelings
- Ignore Challenging Questions
- Set Limits
- Choose Wisely What You Insist Upon
- Allow Silence for Reflection
- Allow Time for Decisions

Behavior Tracking and Data

To address chronic negative behaviors, data tracking techniques are essential to use.

Examples include:

Simple Behavior Tracking Form, Scatterplot, Time on Task, ABC Chart, CICO, Motivation Survey, etc.

These items are useful tools to help us understand the behaviors in greater detail. We move away from anecdotal stories and concentrate on what is known.

Data is then used to plan for interventions and also to monitor the effectiveness of the intervention(s).

Scatterplot

Weekly Scatter Plot

Student: **Week Of:** **Year:**

Target Behaviors:

1
2
3
4
5

Interventions:

A
B
C
D
E

Time	Monday Date:	Tuesday Date:	Wednesday Date:	Thursday Date:	Friday Date:
7:45-8:00					
8:00-8:15					
8:15-8:30					
8:30-8:45					
8:45-9:00					
9:00-9:15					
9:15-9:30					
9:30-9:45					
9:45-10:00					
10:00-10:15					
10:15-10:30					
10:30-10:45					

Motivation Survey

27. _____ Have only your paper shown to the class. (CM)
_____ Be free to play outside. (I)

28. _____ A can of soda. (CN)
_____ Teacher writes “Perfect” on your paper. (A)

29. _____ Classmates ask you to be class leader. (P)
_____ Be free to play outside. (I)

30. _____ Have only your paper shown to class. (CM)
_____ A can of soda. (CN)

31. _____ Teacher writes “Excellent” on your paper. (A)
_____ Have your paper put on the bulletin board. (CM)

32. _____ A pack of gum. (CN)
_____ Friends ask you to work with them. (P)

33. _____ Be free to work on something you like. (I)
_____ Teacher writes “Excellent” on your paper. (A)

34. _____ Friends ask you to work with them. (P)
_____ Have your paper put on the bulletin board. (CM)

35. _____ Be free to work on something you like. (I)
_____ A pack of gum. (CN)

36. _____ Teacher writes “Excellent” on your paper. (A)
_____ Friends ask you to work with them. (P)

37. _____ Have your paper put on the bulletin board. (CM)

ABC Card (Antecedents, Behavior, Consequence)

ABC Log **Target Behaviors:_____**

Student Name:
Period/Hour:
Teacher:

Date	Time	Activity	Antecedents	Exact Behavior(s)	Consequences	Student's Reaction

Check-In/Check-Out

Hour 2				
Action/My Rating	**Awful/Bad**	**Not Good**	**Okay**	**Great**
I liked what we did in class.	1	2	3	4
I paid attention to the teacher.	1	2	3	4
I listened to and followed instructions.	1	2	3	4
The amount of effort I gave.	1	2	3	4
	1	2	3	4
Hour 3				
Action/My Rating	**Awful/Bad**	**Not Good**	**Okay**	**Great**
I liked what we did in class.	1	2	3	4
I paid attention to the teacher.	1	2	3	4
I listened to and followed instructions.	1	2	3	4
The amount of effort I gave.	1	2	3	4
	1	2	3	4

Q and A

What particular questions do you have?