A Discussion On

Student Supports and Behavior

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PHM Forum 2/4/26

Introductions

Randy Williams, Director of Academic and Student Support

- 15th year in PHM (Prairie Vista, Madison, Walt Disney, Penn, ESC)
- Elementary, Middle, Alt. School Teacher, Coach, Dean, Principal, District Administrator
- Indiana School Safety Specialist, CPI Trainer, QPR Trainer, ACEs Trainer

Introductions

Sarah Hendricks, Assistant Principal Penn High School

- 11th year in PHM (Penn)
- Counselor, Coach, Dean, Assistant Principal, Principal (MCHS)
- Indiana School Safety Specialist, CPI Trainer.
- Oversee Student Services
    - Discipline
    - Safety and Security
    - Attendance
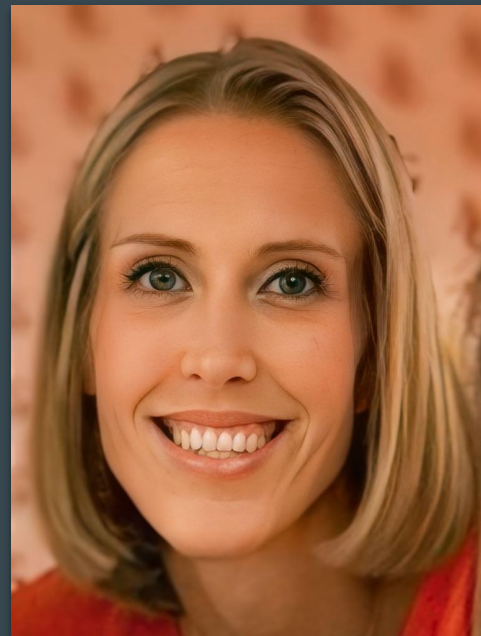
Goals for Today

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 several years.
   - Identify the strategies that PHM uses to support students.
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.

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 or is in crisis?

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

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 we manage conflict and tensions by repairing harm and restoring relationships.

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

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

CRISIS PREVENTION INSTITUTE ®

Classroom Teacher Non-negotiables

We implement a Positive Behavior Plan that is schoolwide. <u>Take care of yourself.</u> <u>Take care of each other.</u> <u>Take care of this place.</u> 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.
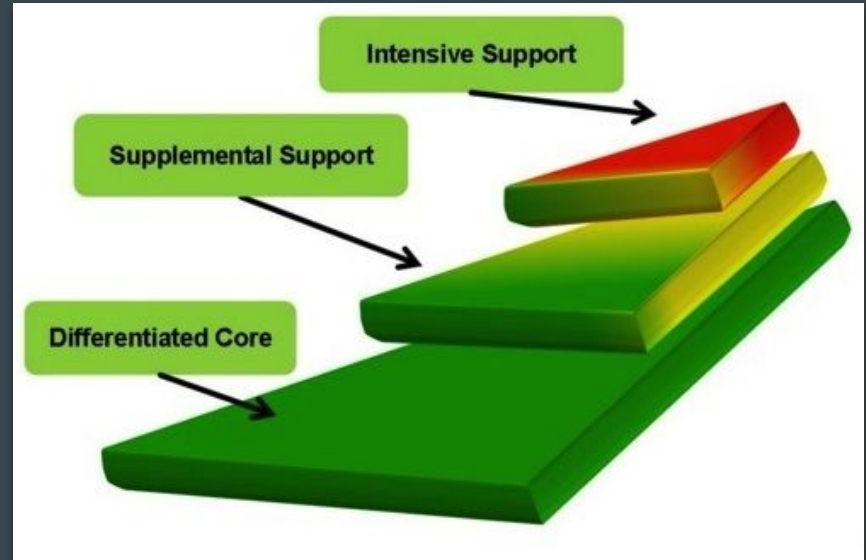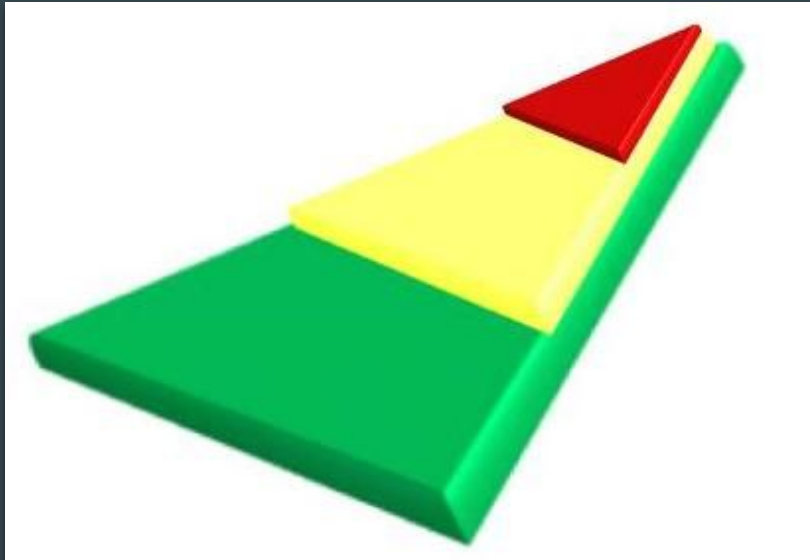
Tier I Strategies and Support Overview

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

School Counselor Lessons

Think Systems, Structures, and Environments first.

Advisory

Virtual Class Meetings

If a child doesn't know how to read...we teach.
If a child doesn't know how to multiply...we teach.
If a child doesn't know how to swim...we teach.
If a child doesn't know how to behave...we punish?

"Take 3" Expectations

Expectation Hallway Online Life Classroom Take Care of Yourself

Respect Yourself

• Be responsible for your belongings

• Gauge your social time wisely so that you are in your class seat before the bell rings

• Use your inside voice

• Be responsible for your digital tattoo

• Use online classroom time for your intellectual growth

• Represent yourself online as you want to be treated in person

• Be responsible for your belongings

• Be prepared with the required class materials, Chromebook (charged), paper and writing utensils

• Be positive and ready to learn

Take Care of Each Other

Respect Each Other

• Keep comments positive

EARLY-STAGE INTERVENTIONS ARE BASED ON THE FOLLOWING BEHAVIOR PRINCIPLES:

1. Behavior has a purpose.

2. Behavior is related to the environment in which it occurs.

3. Lasting behavior change is more likely with positive, rather than punitive, techniques.

4. No student should ever be intentionally or unintentionally humiliated or belittled.

5. Behavior can be changed through environmental redesign.
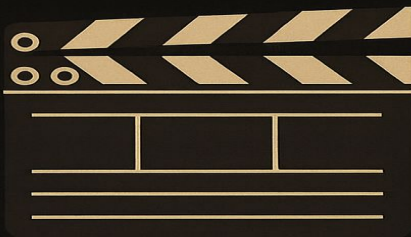
Classroom Management STOIC Checklist

Variables	Questions to guide discussion	Y	N	Comments
Structure/ **Organize** the classroom for success.	1. Is the room arranged so you can get from any part of the room to any other part of the room relatively efficiently?	Y	N	
	2. Can you and your students access materials and the pencil sharpener without disturbing others?	Y	N	
	3. Does the schedule create consistency, variety, and opportunities for movement?	Y	N	
	4. Do you have effective beginning and ending routines?	Y	N	
	5. Have you defined clear expectations for instructional activities?	Y	N	
	6. Have you defined clear expectations for transitions between activities?	Y	N	
Teach students how to behave responsibly in the classroom.	1. Have you created lessons on expectations and explicitly taught them for classroom activities and transitions?	Y	N	
	2. Have you created lessons and explicitly taught expectations for classroom routines and policies?	Y	N	
	3. Have you provided teaching and reteaching as needed? (Think about a basketball coach reteaching particular plays or patterns.)	Y	N	
Observe student behavior (supervise!)	1. Do you circulate and scan as a means of observing/ monitoring student behavior?	Y	N	
	2. Do you model friendly, respectful behavior while monitoring the classroom?	Y	N	
	3. Do you periodically collect data to make judgments about what is going well and what needs to be improved in your management plan?	Y	N	
Interact positively with students.	1. Do you interact with every student in a welcoming manner (e.g., saying hello, using the student's name, talking to the student at every opportunity)?	Y	N	
	2. Do you provide age-appropriate, non-embarrassing feedback?	Y	N	
	3. Do you strive to interact more frequently with every student when he is engaged in positive behavior than when he is engaged in negative behavior?	Y	N	
Correct irresponsible behavior fluently— that is, in a manner that does not interrupt the flow of instruction.	1. Do you correct consistently?	Y	N	
	2. Do you correct calmly?	Y	N	
	3. Do you correct immediately?	Y	N	
	4. Do you correct briefly?	Y	N	
	5. Do you correct respectfully?	Y	N	
	6. Do you have a menu of in-class consequences that can be applied to a variety of infractions?	Y	N	
	7. Do you have a plan for how to respond to different types of misbehavior fluently?	Y	N	

Script for Success:

Take 3 Action Contest

Teachers, we need your help to recognize students who are making a positive impact at Penn High School! If you see a student doing something that falls into one or more of the **Take 3 categories** - nominate them for

☛ the **contest!** Whether it's showing **kindness**, **being responsible**, or **contributing** to the **well–being** of our school community, we want to celebrate these actions.

☑ **Take Care** of Yourself

☑ **Take Care** of Each Other

☑ **Take Care** of This Place

Prizes for **Students & Staff!**

✓ Only **teachers & staff** can nominate current **Penn High** School students!

🏆 The more **students** you nominate, the better your chances of having your name picked during a live drawing!

But that's not all! When you **nominate a student,** you're also nominating **yourself!** That's right! **Prizes will be for Students & Staff!** The more students you nominate, the better your chances of having your name picked during **a live drawing** in the next upcoming **virtual class meeting**. So, let's work together to recognize and reward those who are making a difference!

➡ **Nominate a Penn Student Today!** ⬅

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 PLCs/BIT Teams/RtI Teams and can also involve other school personnel, like deans, counselors, academy leaders, and administrators.

Behavior Tracking and Data

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

Examples include:

SWIS Data, 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).

Behavior Intervention Teams (BIT Teams)

Behavior Team Members
- School Principal
- AtP/AP
- School Psychologist
- Exceptional Education Teacher
- Teacher Representatives
- School Counselors
- BCEA

All decisions must be data-based.

Focus on factors the team can control.

Identify ways to celebrate successes and highlight positive behavior choices.

Success is typically measured in months, not days or weeks.

Utilize resources, such as the PHM Intervention Team, for difficult cases.

SWIS Data

Check-In/Check-Out

Name				Date	
Key 0 - Needs Improvement 1 - Good, not great 2 - Outstanding	**Arrives to class on time**	**Appropriate peer/adult interactions**	**Brings appropriate materials**	**Demonstrates on task behaviors**	**Teacher Initials**
1st Block	0 1 2	0 1 2	0 1 2	0 1 2	
2nd Block	0 1 2	0 1 2	0 1 2	0 1 2	
3rd Block	0 1 2	0 1 2	0 1 2	0 1 2	
4th Block	0 1 2	0 1 2	0 1 2	0 1 2	
Most successful part of day:					
What I can improve:					
Counselor Note/Signature:				**Goal = 26/32 (80%) for 4 weeks**	

Zones of Regulation
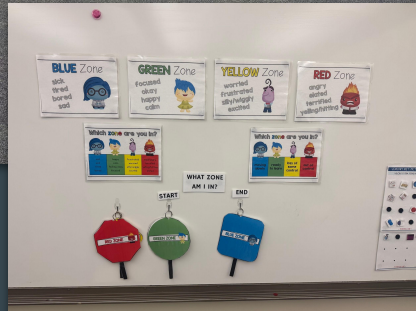
Zones of Regulation

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.)

Sensory Spaces

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, special assessments, etc.

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

"Every kid is one caring adult away from being a success story." — Josh Shipp

Q and A

What particular questions do you have?