Step 7: Consequence System
Snapshot

"The root for the word discipline is to teach. Build discipline systems that focus on prevention, build appropriate behaviors and help kids to be competent. With some kids it will take more time than others."
-Dr. Rob Horner

SWPBIS Tiered Fidelity Inventory

TFI 1.5 Problem Behaviors Definitions:
School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.
**TFI 1.6 Discipline Policies:**
School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.

Consequence System

A school-wide consequence system requires the development of a continuum of procedures for discouraging student behavior violations and an active discipline flowchart defining Office-Managed (Major) and Classroom Managed (Minor) behavior violations. Respectful, restorative and de-escalating best practices are employed for managing problem behaviors in the classroom along with the use of a consistent process for all teachers and administrators to follow, so all students can receive the level of support they need to meet the desired behavior expectations.
Consequence are:
- ▲ Predictable and consistent
- ▲ Function-based
  - – Instructional
  - – Prevent escalation
  - – Allow instruction to continue
  - – Avoid inadvertent reward of problem behavior
  - – Efficient
  - – Inclusive
  - – Restorative
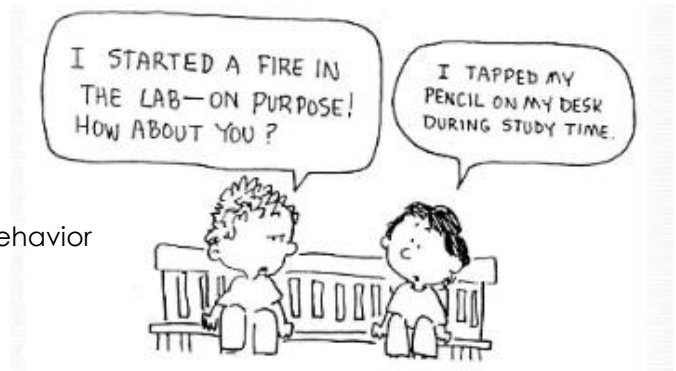
Behavior Science: Consequences

Responding to behaviors in predictable ways reinforces the likelihood of socially appropriate behaviors, strengthens schoolwide positive behavioral expectations for students and may reduce the amount of time teachers spend responding to disruptive behaviors. A continuum of response practices for responding to misbehaviors includes: proximity; non-verbal cues; ignore/attend/praise; redirect; choice; reteach; and restorative conferencing. Including staff in the development of a behavior discipline flowchart, with clear definitions of acceptable and non-acceptable behaviors, increases the reliability of responding to a continuum of problem behaviors.

ABC's of Behavior

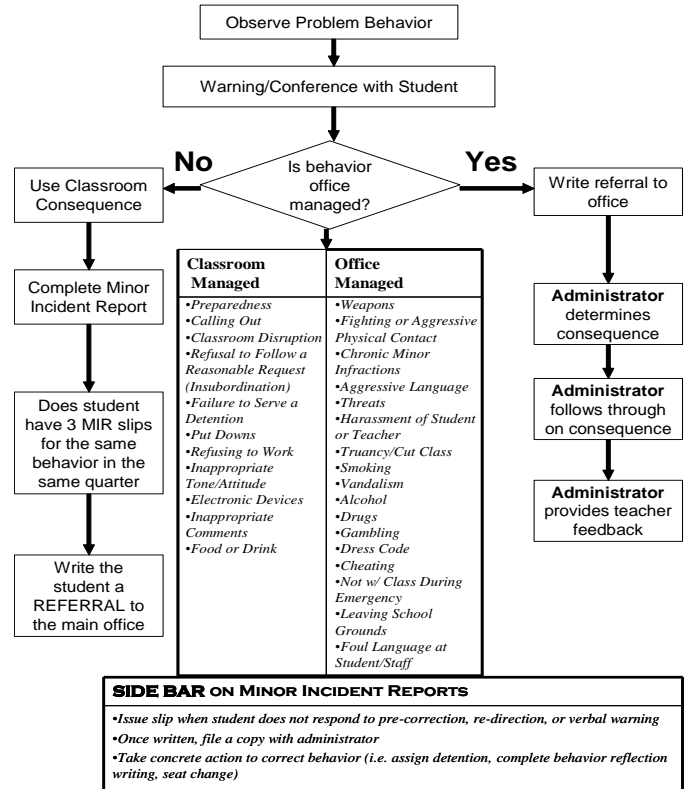| ANTECEDENTS "PREVENT"	BEHAVIOR "TEACH"	CONSEQUENCES "REINFORCE"
Design supportive environments.	**Teach** positive expectations for a safe school climate for ALL students.	**Provide** corrective responses to increase the likelihood of socially appropriate behaviors.
Foundation and Prevention Practices Settings Routines Expectations Active Supervision Engagement Performance Feedback Prompting Precorrections	**Teach and Re-teach** School-wide Positive Behavioral Expectations Classroom-wide PBIS Routines	**Continuum of Response Practices: Brief and Consistent Error Correction** Proximity Non-verbal cues Ignore/attend/praise Redirect Choice Reteach Restorative Conferencing FAST Method

Agreement for Problem Behavior Definitions

Behavior: Disrespect

Classroom-Managed (Minor)	Office-Managed (Major)
Student delivers low intensity, socially rude or dismissive message to adults or students.	Student delivers socially rude or dismissive message to adults or students.
👁 & 👂 Operationalize	👁 & 👂 Operationalize
➤ Mumbling curse words while working ➤ Staring down another student	➤ cursing at teacher ➤ saying ethnic slurs

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SWIS™ OFFICE DISCIPLINE REFERRAL FORM

Student(s) _____ Referring Staff _____ Grade Level ___ Date ____ Time ___

Location

☐Classroom ☐Cafeteria ☐Bus loading zone ☐Other _____

☐Playground ☐Bathroom/restroom ☐Parking lot

☐Commons/common area ☐Gym ☐On bus

☐Hallway/ breezeway ☐Library ☐Special event/assembly/ field trip

Problem Behaviors (check the most intrusive)

☐ MINOR	☐☐MAJOR		
☐ Inappropriate language	☐Abusive/inappropriate language	☐Skip class/truancy☐	☐Vandalism
☐☐Physical contact	☐Fighting/physical aggression	☐Property damage	
☐☐Defiance/disrespect/non-compliance	☐Defiance/disrespect/insubordination/non-compliant☐	☐Forgery/theft	☐Bomb threat
☐☐Disruption	☐Harassment/tease/taunt	☐Dress code violation	☐Arson
☐☐Property misuse	☐Disruption	☐Lying/cheating☐	☐Weapons
☐☐Other _____	☐Tardy	☐Tobacco	☐Other _____
		☐Alcohol/drugs	
		☐Combustibles	

Possible Motivation

☐Obtain peer attention ☐Avoid tasks/activities

☐Obtain adult attention ☐Avoid peer(s) ☐Other _____

☐Obtain items/activities ☐Avoid adult(s)

Others Involved

☐None ☐Peers ☐Staff ☐Teacher ☐Substitute ☐Unknown ☐Other _____

Administrative Decision

☐Time in office ☐Detention ☐ Saturday school ☐In-school suspension

☐Loss of privilege ☐Parent contact ☐ Individualized instruction ☐Out-of-school suspension

☐Conference with student ☐Other _____

Comments:

Follow up comments:

Observe Problem Behavior

↓

Warning/Conference with Student

↓

Is behavior office managed?

No → Use Classroom Consequence → Complete Minor Incident Report → Does student have 3 MIR slips for the same behavior in the same quarter → Write the student a REFERRAL to the main office

Yes → Write referral to office → Administrator determines consequence → Administrator follows through on consequence → Administrator provides teacher feedback

Classroom Managed	Office Managed
•Preparedness •Calling Out •Classroom Disruption •Refusal to Follow a Reasonable Request (Insubordination) •Failure to Serve a Detention •Put Downs •Refusing to Work •Inappropriate Tone/Attitude •Electronic Devices •Inappropriate Comments •Food or Drink	•Weapons •Fighting or Aggressive Physical Contact •Chronic Minor Infractions •Aggressive Language •Threats •Harassment of Student or Teacher •Truancy/Cut Class •Smoking •Vandalism •Alcohol •Drugs •Gambling •Dress Code •Cheating •Not w/ Class During Emergency •Leaving School Grounds •Foul Language at Student/Staff

SIDE BAR ON MINOR INCIDENT REPORTS

•Issue slip when student does not respond to pre-correction, re-direction, or verbal warning

•Once written, file a copy with administrator

•Take concrete action to correct behavior (i.e. assign detention, complete behavior reflection writing, seat change)

Core Reports

⚡ School Summary

📅 Average Referrals 🗺 Location 📁 Problem Behavior 🕐 Time 👤 Student

🌅 Day Of Week 🪜 Grade

Additional Reports
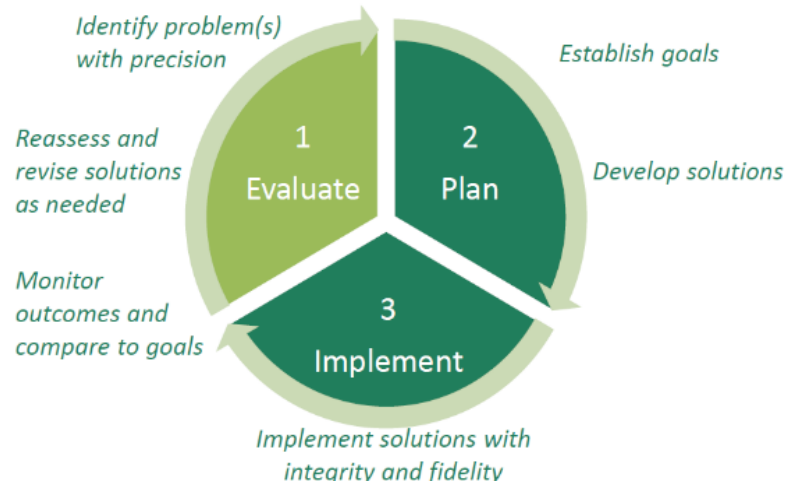
📅 Average Referrals - Multi-Year 🏢 Location - Multi-Year 📂 Problem Behavior - Multi-Year 🍎 Staff ▌▌ Suspension/Expulsion

⚖ Ethnicity

Identify problem(s) with precision

Establish goals

Reassess and revise solutions as needed

Develop solutions

Monitor outcomes and compare to goals

1 Evaluate **2 Plan** **3 Implement**

Implement solutions with integrity and fidelity

MYTH BUSTERS:
De-Bunking the Discipline Myths

#1

Processing Activity: Corners
Foursquare Guide Page: 6

- ➢ Review the myths and facts sheet
- ➢ Participants will move to corners with their fact sheet and have a dialogue about the FACTS regarding their myth.
- ➢ Groups will share out their dialogue highlights.

DISCIPLINE MYTHS		DISCIPLINE FACTS
1. Re-teaching appropriate behavior takes more time than punishing misbehavior. Teachers don't have time to teach appropriate behavior.		Unlike delivering punishment, teachers do not have to continuously observe students to briefly deliver instruction to reteach appropriate behavior. (Albeto & Troutman, 1995) Therefore, what takes less time and effort: re-teaching appropriate behavior or observing the student continuously misbehave and give respectful punishers?
2. We must punish misbehavior to provide an example to other students.		Punishment-based approaches to school discipline may escalate rather than deter school disruptions (Shores, Gunter, & Janck 1993) The application of punishment is unpredictable, unrelated and unlikely to lead to the learning of new positive behavior.
3. Students should admit what they have done wrong so they can accept responsibility for their behavior. Students should apologize for their misbehavior to teach students to be empathetic.		Requiring a student to admit or confess the misbehavior or asking the student why he or she misbehaves does not produce long-term changes in behavior (Johns & Carr, 1995). Empathy is learned when "walking" in another's shoes. (Do we ask students to apologize when they make a mistake while reading or completing an algebra equation?)
4. If we get tough early we will prevent future misbehavior.		Punishment programs without a school-wide system of support are associated with increases in a) aggression b) vandalism c) truancy d) tardiness and e) dropouts. (2001 Surgeon General's Report)
5. Zero tolerance policies make our school safer.		Long term reactive and punishment-based responses create a false sense of security and inadvertently reinforce antisocial behavior acts. (Mayer, 1995)
6. Older students should have learned how to behave in school		Nearly all students who display at-risk and antisocial forms of behavior are deficient in many of the critically important behavioral competencies associated with schooling. (Walker & Horner, 1996)

> Take notes and share responses with team.

1. Behavior is learned and serves a specific purpose. (Bandura)	6. When we want compliance in our students we should whisper in their right ear (Live Science) and offer them equal choices.
2. Behavior is related to the context within which it occurs. (Bambara & Knoster)	7. All behavior falls into two categories: To gain access or to escape. (Alberto & Troutman)
3. For every year a behavior has been in place, we need to expect one month of consistent and appropriate intervention to see a change (Atchison)	8. Students have behavior to gain: Attention • adults • peers Access to preferred items Access to sensory input
4. We can improve behavior by 80% just by pointing out what one person is doing correctly (Shores, Gunter, Jack)	9. Students have behavior to escape: Attention • adults • peers Work/Tasks/Chores Pain • Physical • Emotional Sensory Overload
5. We use positive behavior specific praise about 6.25% of the time (Haydon, et al.). Remember SUCCESS Ratio (5:1)) and how to make this part of our daily behavior.	10. Your reaction determines whether a behavior will occur again. We need to change our behavior to support change in student behavior(Alberto & Troutman).

Confused about Function? #3

- ➤ Use document when training staff filling out the Office Discipline Referral (ODR) form.
- ➤ Practice in pairs asking the questions and determining function.

ATTENTION SEEKER

Obtaining Adult Attention
- ▲ Do you often need to redirect the student?
- ▲ Does problem behavior often occur when you are working with others?
- ▲ Does student need one-on-one assistance from an adult to get back on-task?
- ▲ Do problem behaviors occur when you have stopped interacting with the student?
- ▲ Does the student stop a behavior but then repeats it, often getting adult attention?
- ▲ Do you find you are most often annoyed by the behavior?

Obtaining Peer Attention
- ▲ Does the class verbally respond / laugh at the student when the behavior occurs?
- ▲ Does the behavior usually happen when peers are around to witness it?
- ▲ Does the behavior stop when peers are not paying attention to the student?

Obtaining Items/Activities
- ▲ Does the behavior give the student access to a preferred activity / situation?
- ▲ Does the behavior occur when the student is denied something or disciplined?
- ▲ Does the behavior stop after giving the student what they wanted or asked for?

Common attention seeking behaviors:

Quarrels with peers	Makes excessive noises	Tattles
Tells wild tales	Uses baby talk or clowns around	Talks excessively
Throws things/tantrums	Works only when teacher is near	Asks irrelevant questions

AVOIDER

Avoiding Adults
- ▲ Does the problem behavior occur more with one adult than others?
- ▲ Does the student attempt to physically put space between an adult and him/ herself?

Avoiding Peers
- ▲ Do peers leave the student alone when (s)he engages in the behavior?
- ▲ Do the problem behaviors stop when peers leave the student alone?

Avoiding Tasks/Activities
- ▲ Does the behavior usually occur when you make a request?
- ▲ Does the problem behavior happen only during certain academic activities?
- ▲ Does the student stop the behavior if you stop making requests of him/her?
- ▲ Does the behavior stop at the end of an academic activity?

Common avoiding behaviors:

Says s/he is 'dumb'	Withdraws	Often says, "I can't do it"
Won't try	Gives up easily	Cries
Acts fearful or panicky	Claims their ill	Clings to adults
Acts helpless	Works only when teacher is close	
Poor achievers		

Reaching Concensus

- ➢ List each problem behavior on a chart (one per chart)
  - ▲ To start the process, pick the most common behavior errors at your school site (data from SW-PBIS Teaching Map)
  - ▲ Develop a common definition of the behavior errors (SWIS 5.2 Definitions)
- ➢ Organize staff into small groups (cross-discipline/grade level/departments)
- ➢ Make a T-Chart of each misbehavior with Classroom-Managed (Minor) and Office-Managed (Major)
- ➢ Operationalize each misbehavior in observable terms.
  - ▲ What would you see?
  - ▲ What would you hear?
- ➢ Gallery Walk (during activity or later in staff lounge or work room)
- ➢ PBIS team combines all information, presents to staff
  - ▲ Any discrepancies should be brought back to staff for agreement

Behavior:	
Classroom-Managed (Minor) Definition:	**Office-Managed (Major)** Definition:
Observable Terms 👁 & 👂	**Observable Terms** 👁 & 👂

EXAMPLE of final product documentation from Gunderson High School

Classroom-Managed		Office-Managed Behaviors	
Defiance / Non-Compliance / Insubordination	Student engages in brief or low---intensity failure to follow directions or talks back. Student ignores request by staff; student has head down on desk; student is asked for their pass Initially ignores, then complies.	**Defiance/ Insubordination Non-Compliance**	**Student engages in refusal to follow directions or talks back.** After repeated redirection, student refuses to follow directions; refuses to comply.
Disrespect	Student delivers low-intensity, socially rude or dismissive messages to adults or students. Spontaneous, thoughtless. Redirection is possible.	**Disrespect**	**Student delivers socially rude or dismissive messages to adults or students.** (talking back, socially rude interactions, walks out, arguing with teacher. No redirection possible.
Disruption	Student engages in low-intensity but inappropriate disruption. Inappropriate behavior (tapping on desks, whistling, inappropriate sounds).	**Disruption**	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out---of---seat behavior. Repeated or potentially dangerous disruption (throwing sharp or heavy objects).
Dress Code Violation	Student wears clothing near, but not within, the dress code guidelines defined by the school/district. Violation is fixable (i.e., turning a shirt inside out). PE non-suits will be handled by the department.	**Dress Code Violation**	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district. Student possesses/wears a non---Gunderson hat/head covering. Student wears gang related items (Sharks jersey, red/blue items). Repeated/continual refusal to remove or fix items. Violation is not fixable (i.e., student needs different shoelaces).
Inappropriate Language	Student engages in a low intensity instance of inappropriate language. Not directed at staff member (i.e., Two students in a classroom talking & teacher overhears, "man...that's f...up...that guy is an a...hole!").	**Abusive Language/ Inappropriate Language/ Profanity**	Verbal messages that include swearing, name calling or use of words in an inappropriate way. Directed toward someone, whether adult or student. (i.e., A student in class points to one of his peers across the room & shouts, "That guy is an a...hole. I'm going to f... him up after school!").
Physical Contact / Physical Aggression	Student engages in non---serious but inappropriate physical contact. Childish horseplay, grab-ass (chasing each other, tripping, throwing paper, pencils). Students engage in PDA (kissing, touching).	**Physical Aggression**	Student engages in actions involving serious physical contact where injury may occur (e.g. hitting with an object, kicking, hair pulling, scratching, etc.). Serious or extreme repeated or potentially dangerous disruption (throwing sharp or heavy objects).
		Fighting	Student is involved in mutual participation in an incident involving physical violence (hitting, punching...).
Property Misuse	Student engages in low-intensity misuse of property. Non-gang related: Non-permanent writing on desk/chair; Inappropriate drawing or stickers on outside of notebook/binder.	**Property Damage**	Student participates in an activity that results in destruction of disfigurement of property. Tagging/graffiti/vandalism of school property or of another student.

Tardy	Student arrives at class after the bell (or signal class has started).	**Tardy**	Tardy will NOT be counted as a Major Problem Behavior at Gunderson. The AIM/Attendance clerks will handle it.
Technology Violation	Student engages in non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer. Electronic devices/cell phone usage will be allowed during passing period/lunch. Students may use during class at teacher's discretion.	**Technology Violation**	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer. Purposefully hiding laptop (even in fun). Sharing provocative material on laptop/cell phone/iPod. Shooting/sharing fight videos. Not handing over technology device or passing it to another student.
		Bullying	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name-calling. Asserting power over someone.
		Forgery / Theft / Plagiarism	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission, or claims someone else's work as their own.
		Gang Affiliation Display	Student uses gesture, dress, and speech to display affiliation with a gang.
		Harassment	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class. Legal "hate" language.
		Inappropriate Display of Affection	Student engages in inappropriate (as defined by school) verbal and/or physical gestures/ contact, of a sexual nature to another student/adult.
		Inappropriate Location/ Out of Bounds Area	Student is in an area that is outside of school boundaries (as defined by school). Front/side/back parking lots, baseball/softball fields, football field, pool area.
		Lying/ Cheating	Student delivers message that is untrue and/or deliberately violates rules.
		Skip Class	Student leaves class/school without permission or "cutting" school.
		Use and/or Possession of Weapons	Student is in possession of knives (> 6 in., < 6 in.) and guns (real or look alike), or other objects readily capable of causing bodily harm.
		Other Office---Managed behaviors not listed above include Arson, Bomb Threat/False Alarm, Use or Possession of Alcohol, and Use or Possession of Combustibles. Use or Possession of Drugs and Use or Possession of Tobacco.	

Pi-Chart Definitions

PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches.
PBIS OSEP Technical Assistance Center,
Milaney Leverson, Kent Smith, Kent McIntosh, Jennifer Rose, Sarah Pinkelman (Nov. 2016)

#5

Similar to the T-chart, which is used in PBIS, to distinguish between staff-managed and office-managed unwanted behaviors, the Pi Chart is an activity used by a school team, whole school staff, or classroom (with students as the participants) to identify student behaviors that are not "wrong" but simply inappropriate for the classroom (or other settings). The Pi Chart articulates the differences between wrong behavior and classroom managed, wrong and office managed, and behavior that is acceptable in some situations but is situationally inappropriate for the current setting.

Behaviors that are wrong are addressed through the school's process for addressing behavior concerns. The behaviors that are culturally inappropriate are retaught helping the student differentiate between home and school behavior (code switching). It clarifies the behaviors that are "not okay for school" but are acceptable at home and in the community.

Situationally Inappropriate Behaviors	Staff-managed Problem Behaviors	Office-managed Problem Behaviors
Overlap (contributing before teacher finishes talking)	Missing materials	Use or Possession of Alcohol/Drugs
Touching Peers (as way of communication)	Inappropriate language	Weapons
Delay in starting work (contemplation, not avoidance)	Minor non-compliance	Continued defiance
Checking work with peers (cooperation)	Dress code violation	Harassment
Movement during class	Rudeness	Fighting

Step 1: Show the blank Pi Chart to staff (optionally, start with the office and staff managed bheaviors completed, possibly from an existing T-Chart.)

Step 2: Describe the differences between behaviors considered universally wrong and those that may be appropriate for a given situation but not others. Generally, wrong behaviors are those resulting in someone losing something or getting hurt, or are illegal in nature. Situationally inappropriate are those behaviors that don't seem to "fit" the setting but do not result in loss, or injury.

Step 3: Ask for examples in real life (e.g. screaming at a rock concert vs. a classical music performance)

Step 4: Ask for examples of student situationally inappropriate behaviors in school.

Step 5: Discuss how students might feel if their situationally incorrect behavior is labeled as "wrong".

Step 6: Develop strategies to teah and pormpt code-switching for situationally-inapporiate behaviors.

COMPATABILITY CHECKLIST
Office Discipline Referral(ODR) Form

#6

- ➢ Check off what is available on the current ODR.
- ➢ Adjust the ODR to reflect all 12 features.

Questions	Yes	No
1. Does a data entry form exist with the following categories?		
Student name		
Date		
Time of Incident		
Student's grade level		
Referring staff member?		
Location of incident?		
Problem behavior?		
Possible motivation?		
Others involved?		
Administrative decision?		
Other comments?		
No more than 3 extra information fields?		
2. Does a set of definitions exist clearly defining all categories?		
3. Does a clear distinction between problem behaviors that are staff manged versus office manged exist? Is it documented and available for all staff?		

OFFICE DISCIPLINE REFERRALS (ODR) FORMS

Example A

SWIS™ OFFICE DISCIPLINE REFERRAL FORM

Student(s) _____ **Referring Staff** _____ **Grade Level** _____ **Date** _____ **Time** ___

Location

☐Classroom   ☐Cafeteria   ☐Bus loading zone   ☐Other _____

☐Playground   ☐Bathroom/restroom   ☐Parking lot

☐Commons/common area   ☐On bus
                          ☐Gym
☐Hallway/ breezeway   ☐Special event/assembly/ field trip
                          ☐Library

Problem Behaviors (check the most intrusive)

☐ **MINOR**	☐☐**MAJOR**	☐Skip class/truancy☐	☐Vandalism
☐ Inappropriate language	☐Abusive/inappropriate language	☐Forgery/theft	☐ Property damage
☐☐Physical contact	☐Fighting/physical aggression	☐Dress code violation	☐Bomb threat
☐☐Defiance/disrespect/non-compliance			☐Arson
☐☐Disruption	☐Defiance/disrespect/insubordination/non-compliant☐	☐Lying/cheating☐	☐Weapons
☐☐Property misuse	☐Harassment/tease/taunt	☐Tobacco	☐Other _____
☐☐Other _____	☐Disruption	☐Alcohol/drugs	
	☐Tardy	☐Combustibles	

Possible Motivation

☐Obtain peer attention   ☐Avoid tasks/activities   ☐Don't know
☐Obtain adult attention   ☐Avoid peer(s)   ☐Other _____
☐Obtain items/activities   ☐Avoid adult(s)

Others Involved

☐None   ☐Peers   ☐Staff   ☐Teacher   ☐Substitute   ☐Unknown   ☐Other _____

Administrative Decision

☐Time in office   ☐Detention   ☐ Saturday school   ☐ In-school suspension
☐Loss of privilege   ☐Parent contact   ☐ Individualized instruction   ☐Out-of-school suspension
☐Conference with student   ☐Other _____

Comments:

Follow up comments:

Office Referral Form

Name: _____   **Location:**
Date: _____ **Time:** _____   ☐ Playground ☐ Library
Teacher: _____   ☐ Cafeteria ☐ Bathroom
Grade: K 1 2 3 4 5 6 7 8   ☐ Hallway   ☐ Arrival/Dismissal
Referring Staff: _____   ☐ Classroom ☐ Other _____

Problem Behavior	Possible Motivation	Administrative Decision
Minor ☐ Inappropriate language ☐ Physical contact ☐ Defiance ☐ Disruption ☐ Property misuse ☐ Other _____ **Major** ☐ Abusive language ☐ Fighting/Physical aggression ☐ Overt defiance ☐ Harassment/ tease/taunt ☐ Disruption Other _____	☐ Obtain peer attention ☐ Obtain adult attention ☐ Obtain items/activities ☐ Avoid peer(s) ☐ Avoid adult ☐ Avoid task or activity ☐ Don't know ☐ Other _____	☐ Loss of privilege ☐ Time in office ☐ Conference with student ☐ Parent contact ☐ Individualized instruction ☐ In-school suspension (____hours/ days) ☐ Out of school suspension (_____ days) ☐ Other _____

Others involved in incident: ☐ None ☐ Peers ☐ Staff ☐ Teacher ☐ Substitute
☐ Unknown   ☐ Other

If peers were involved, list them _____
Other comments: _____
_____

☐ I need to talk to the students' teacher.   ☐ I need to talk to the administrator.

Parent Signature: _____   **Date:** _____

All minors are filed with classroom teacher. Three minors equal a major.
All majors require administrator consequence parent contact and signature.

> Complete the checklist of features for each example of an Active Discipline Flowchart

Example A   Y/N

Do guidelines clearly state the purpose of the document? (Consistent positive preventive corrective process)	
Is the process for addressing challenging behaviors clearly defined?	
Is the "rule" for Office-managed vs. Staff-managed problem behaviors clearly defined?	
Is data collection expectation clearly defined?	

	Y/N
Do guidelines clearly state the purpose of the document? (Consistent positive preventive corrective process)	
Is the process for addressing challenging behaviors clearly defined?	
Is the "rule" for Office-managed vs. Staff-managed problem behaviors clearly defined?	
Is data collection expectation clearly defined?	

Is the incident managed in the …?

Office Major

Classroom Minor

Write a referral & escort student to office

Verbal Warning Re-State Expectation/Rule → Behavior stops no further action

Admin determines consequence

2nd Step (same behavior) Re-teach Expectation, begin classroom behavior report/apply intervention → Behavior stops no further action

Student conference Re-teach expectation Parent Contact Detention Refer to Guidance In-School Suspension Out School Suspension Recommend for Expulsion

Sample Interventions
Seating Change
Student Conference
Parent Compact
Student Compact
Redirection
Proximity
Loss of Privilege
Restitution
Apology
Verbal & Non-Verbal Prompts

3rd Step (same behavior) Apply intervention Contact parent → Behavior stops no further action

4th Step (same behavior) Continue classroom behavior report, contact a peer/behave team, guidance or admin for further intervention suggestions → Behavior stops no further action

Teacher completes Student Nomination Form

Copy of Referral given to teacher/staff

Copy retained at school

Copy of referral sent to parent via student

5th Step (same behavior) Refer to guidance or complete ODR

For ODR's attach completed copies of classroom behavior reports

Write a referral & Escort student to Office

Example C   Y/N

Do guidelines clearly state the purpose of the document? (Consistent positive preventive corrective process)	
Is the process for addressing challenging behaviors clearly defined?	
Is the "rule" for Office-managed vs. Staff-managed problem behaviors clearly defined?	
Is data collection expectation clearly defined?	

Observe Problem Behavior

Teacher Managed

Disruption

Defiance

Disrespect

Dress Code Violation

Inappropriate Language

Property Misuse

Physical Contact

Tardiness

Lack of Preparedness

Electronic Devices

Evidenced-based Classroom Strategies

△ **Foundations**
   Setting
   Routines
   Expectations
△ **Prevention Practices**
   Supervision
   OTR
   Acknowledgment
   Prompts / Precorrects
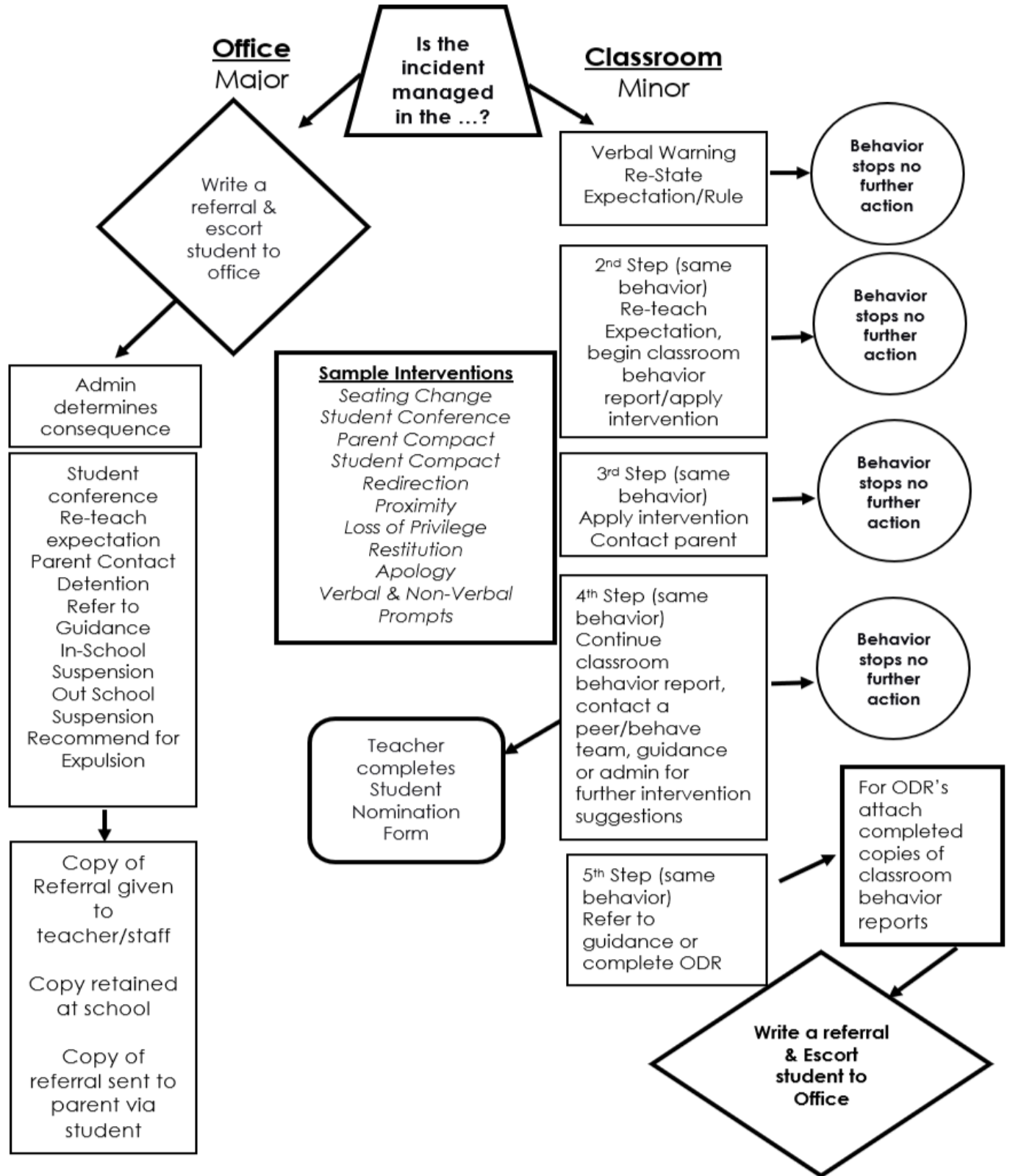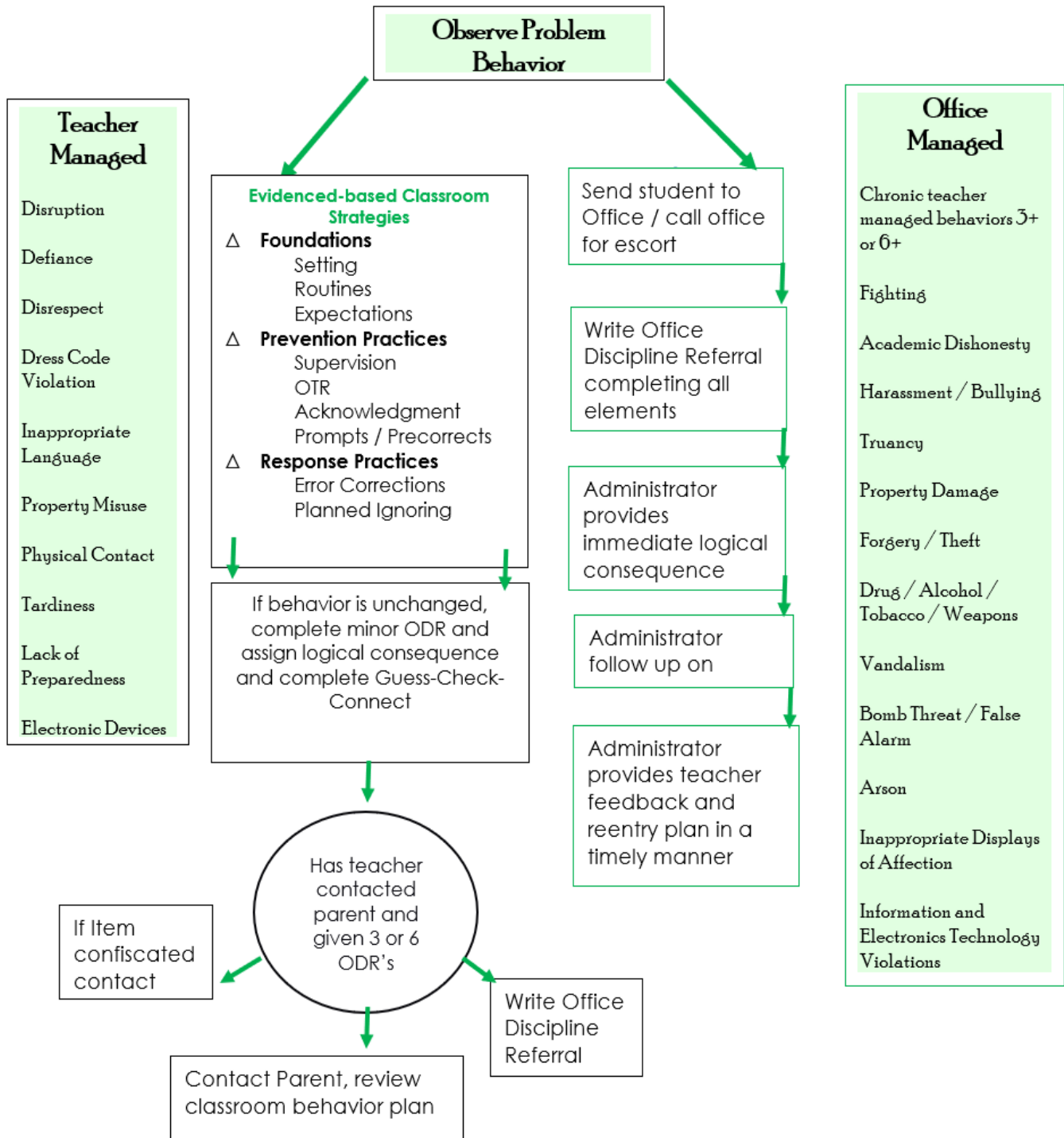△ **Response Practices**
   Error Corrections
   Planned Ignoring

If behavior is unchanged, complete minor ODR and assign logical consequence and complete Guess-Check-Connect

Has teacher contacted parent and given 3 or 6 ODR's

If Item confiscated contact

Contact Parent, review classroom behavior plan

Write Office Discipline Referral

Send student to Office / call office for escort

Write Office Discipline Referral completing all elements

Administrator provides immediate logical consequence

Administrator follow up on

Administrator provides teacher feedback and reentry plan in a timely manner

Office Managed

Chronic teacher managed behaviors 3+ or 6+

Fighting

Academic Dishonesty

Harassment / Bullying

Truancy

Property Damage

Forgery / Theft

Drug / Alcohol / Tobacco / Weapons

Vandalism

Bomb Threat / False Alarm

Arson

Inappropriate Displays of Affection

Information and Electronics Technology Violations

*3 ODR reports for same offense, 6 ODR reports for differing offenses

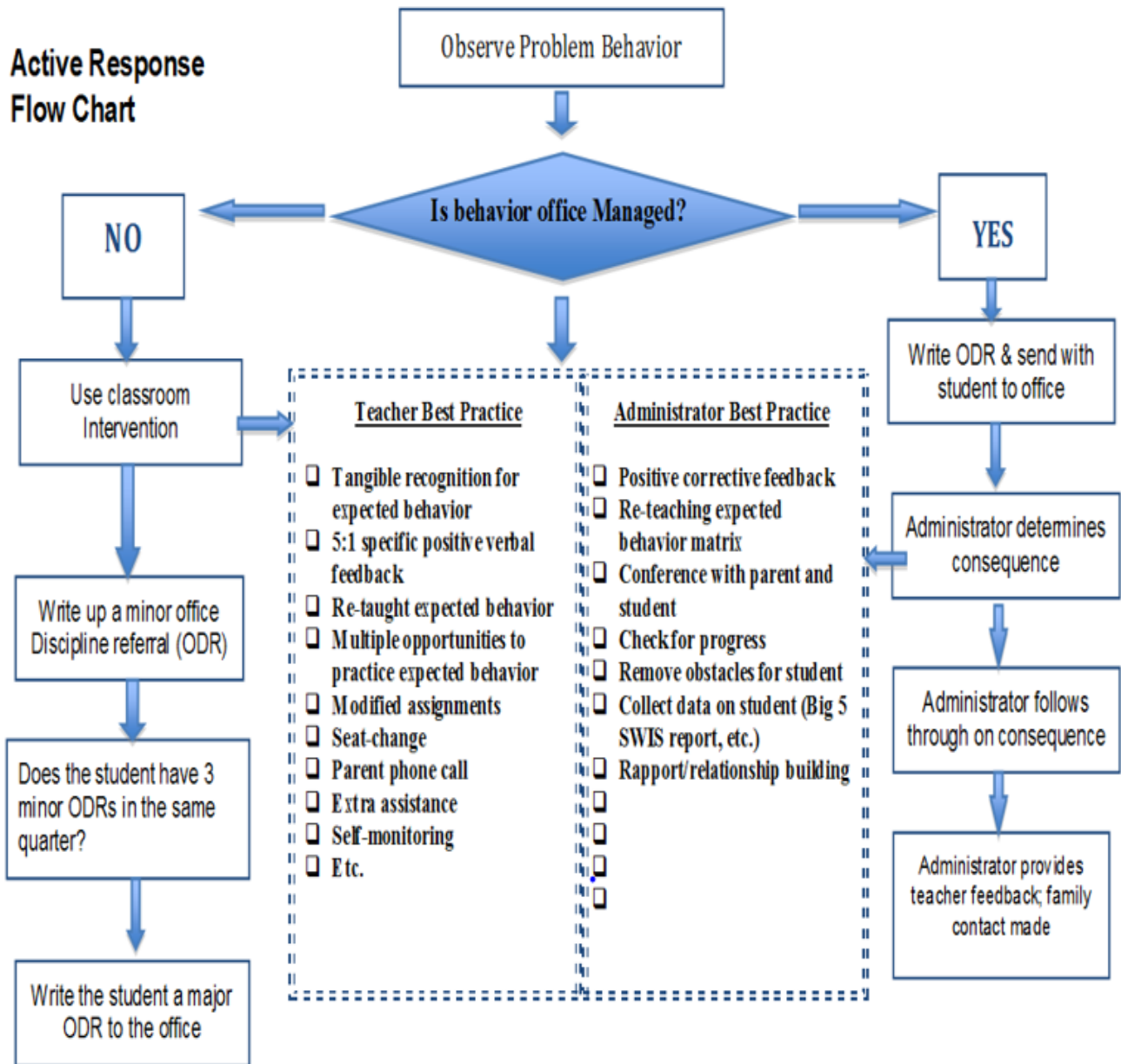|	
Do guidelines clearly state the purpose of the document?	
Is the process for addressing challenging behaviors clearly defined?	
Is the "rule" for Office-managed vs. Staff-managed problem behaviors clearly defined?	
Is data collection expectation clearly defined?	

Active Response Flow Chart

Observe Problem Behavior

Is behavior office Managed?

NO

YES

Use classroom Intervention

Write up a minor office Discipline referral (ODR)

Does the student have 3 minor ODRs in the same quarter?

Write the student a major ODR to the office

Write ODR & send with student to office

Administrator determines consequence

Administrator follows through on consequence

Administrator provides teacher feedback; family contact made

Teacher Best Practice

❑ Tangible recognition for expected behavior
❑ 5:1 specific positive verbal feedback
❑ Re-taught expected behavior
❑ Multiple opportunities to practice expected behavior
❑ Modified assignments
❑ Seat-change
❑ Parent phone call
❑ Extra assistance
❑ Self-monitoring
❑ Etc.

Administrator Best Practice

❑ Positive corrective feedback
❑ Re-teaching expected behavior matrix
❑ Conference with parent and student
❑ Check for progress
❑ Remove obstacles for student
❑ Collect data on student (Big 5 SWIS report, etc.)
❑ Rapport/relationship building
❑
❑
❑
❑

How will we handle Minor Incident Reports Procedure??

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 behavior 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

> Dis ci pline n.(fr. Latin *Disciplina*, teaching, learning) Instruction that corrects, molds, or perfects character and develops self-control. *Webster's New Collegiate Dictionary*

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."

Discipline is the slow, ongoing, sometimes time-consuming task of helping students see the sense of acting in certain ways. This thinking is in line with the high probability explanation for many discipline problems today-*skill deficit*. This understands that many students come from environments that have not taught or expected pro-social behavior for school success and they have a limited repertoire of behaviors and do not know how to behave responsibly in the school setting. Blaming the child and responding by "getting tough" will not alter this skill deficit; teaching will.

Reaching today's students requires a teaching focus for teaching students how to be successful and behave responsibly in school. This is based on the belief that social behavior is learned, therefore it can be taught. Students can be taught socially acceptable ways of behaving just as one would teach any academic subject. Discipline should be based on the very same instructional concepts used to facilitate academic learning. Direct instruction in social behaviors can be provided to students, with practice, encouragement, and correction given as needed. And just as with academics, when behavior problems are complex or chronic, specialized interventions or intensive teaching arrangements may be necessary. A comparison of approaches to academic and social problems is seen below:

Error Type	Approaches for Academic Problems	Approaches for Social Problems
Infrequent	• Assume student is trying to make correct responses; error was accidental, a *skill deficit*. • Provide assistance (teach, model, guide, check.) • Provide more practice and feedback; monitor progress. • Assume student has learned skill and will perform correctly in the future.	• Assume student is choosing to be "bad;" error was deliberate, a *performance deficit*. • Use consequences/punish. • Practice not required. • Assume student has "learned" lesson and will behave in the future.
Frequent	• Assume student has learned the wrong way or has inadvertently been taught the wrong way. • Diagnose problem; identify misrule or determine more effective way to teach. • Adjust teaching arrangements to accommodate learner needs. Provide practice and feedback. • Assume student has learned skill and will perform correctly in the future.	• Assume the student is *refusing to cooperate*; student knows what is right, has been told to stop, and is being insubordinate. • Provide more severe consequences; remove the student from normal context (office referral, detention, suspension, etc.) • Maintain student removal from the normal context. • Assume student has "learned" lesson and will behave in the future.

Central to this teaching approach is the ability to view misbehavior as a teaching opportunity. When social errors occur, educators are given the opportunity to teach alternative behaviors that are more appropriate. This allows teachers and administrators to remain objective in the face of problem behavior, focusing on teaching out of care and concern rather than react angrily, personally, defensively, or punitive. The goal becomes teaching and maintaining high standards for responsible student behavior and keeping all students in school where they can learn the skills necessary for both academic and social success. Only then can schools fulfill their missions of helping students achieve their fullest potential.

How does our Active Discipline Flow Chart include opportunities to teach alternative behaviors when social errors occur?
How do we insure that ALL staff consistently follow the Active Discipline Flow Chart.

The Role of Social Competence

As early as the 1970s, educators asserted that social development has more impact than cognitive development on determining success or failure in school as well as society. A lack of social skills has been linked to juvenile delinquency, grade retention, suspensions, truancy, dropping out, lower self-esteems, and delayed cognitive development (Gresham, 1984). In 1996, the Alliance for Curriculum Reform set goals for student learning in the 21st century; 1) learning how to learn and integrate knowledge, 2) communication skills, 3) thinking and reasoning, 4) interpersonal skills, and 5) personal and social responsibility. This emphasis on social competence by schools is resounded by the world of work. As adults, social deficits have been correlated with the inability to gain and maintain employment, discharge from military service, involvement with the judicial system, and mental health problems.


Since social competence plays such a significant role in life-long success, how are we aligning the work of PBIS with other initiatives addressing social emotional competency?

Adapted from MO SW-PBS Team Workbook, retrieved 2.2013

Tiered Fidelity Inventory Action Planning Items

TFI 1.5 Problem Behaviors Definitions

School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.
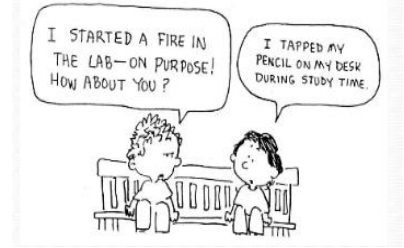
TFI 1.6 Discipline Policies

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

TFI	Action Items (Not in Place; Partially; Fully in Place)	NI	PI	FI
1.5	Staff reaches consensus defining behaviors and differentiate between Office-Managed and Classroom-Managed Behaviors.			
1.5	Team develops an Active Discipline Flowchart that describes and emphasizes proactive, instructive, and/or restorative approaches to student behavior.			
1.5	Staff is trained in procedures and guidelines of the Active Discipline Flowchart with periodic fidelity checks to ensure consistency.			
1.5	Students understand Active Discipline Flowchart procedures for classroom and office-managed behaviors.			
1.5	Staff is trained in Classroom Foundations and Prevention Practices.			
1.5	Staff is trained in Response Practices for error corrections and cycles of escalation.			
1.5	Team develops an Office Discipline Referral form with SWIS Compatibility features and trains staff on procedures.			
1.5	Team trains staff in the10 Tenants of Behavior and provides opportunities to practice determining Motivation of Behavior for the office discipline referral form.			

ACTION PLANNING

What? Who?	By When?

What? Who?	By When?