

# PBIS Update

Sweetwater School District Number One  
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*Exclusionary practices* refer to the temporary removal of a student from his or her regular educational setting for unwanted social behavior and/or violation of school policies or rules. The range of intensities can vary

- Brief timeout from classroom instruction
- Cross-class timeouts
- Sitting in the hall
- Reflection rooms
- Seclusion rooms
- Time spent in the office
- Detention
- Suspension
- Expulsion

This newsletter will focus on exclusionary practices, their impact on student education and possible alternatives. I want to acknowledge that as a teacher and administrator I employed a variety of exclusionary practices. The information included within this newsletter is strictly food for thought, it is not meant to censure. Some of the information that I am providing, is taken from a presentation by Rhonda Nese, and Jeremy Smith, this presentation entitled, "An Instructional Alternative to Suspension" was given at the National PBIS Leadership Forum, October, 2016.

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## What do we know about exclusionary practices?

- Excluded students miss
  - Instructional time
  - Social skill building time
- Exclusion in schools for non-threatening behaviors is linked to
  - School failure
  - Drop-out rate
  - Substance use
  - Incarceration
- When students transition from elementary to secondary school, their chances of being suspended increase from 2.4% to 11%
- 49% of students who enter high school with three suspensions on their records eventually drop out of school
- A single OSS in 9<sup>th</sup> grade is associated with a 50% increased risk of dropping out of school

In the 2015-2016 school year alone, students lost more than 11 million school days to out-of-school suspensions. That amounts to 66 million hours of instructional time in one school year 63,000 years' worth of learning.

<https://www.crisisprevention.com/Blog/September-2018/What-Out-of-School-Suspensions-Really-Cost>

- A single OSS in 9<sup>th</sup> grade is associated with 19% decrease in enrollment in postsecondary education
- Receipt of OSS is a significant predictor of future antisocial behavior
- The severity of the exclusionary practice is correlated to the severity of the long-term outcomes
  - OSS is related to more negative outcomes than ISS
- Schools with high rates of OSS have lower school-wide achievement
- Schools with high rates of OSS have lower perceptions of school safety by the student body as a whole
- Exclusionary practices are most often used for non-threatening behaviors
- Exclusionary practices are most often used with
  - Students of color
  - Students with disabilities
  - Students in poverty
  - Students struggling academically
- OSS/Exclusionary practices are ineffective for changing student behavior
- In one study, 72% of students who were suspended in August, September, or October had further discipline indicating there was little evidence of a deterrent effect for suspensions

“One of the most consistent findings of modern education research is the strong positive relationship between time engaged in academic learning and student achievement (Brophy, 1988; Fisher et al., 1981; Greenwood, Horton, & Utley, 2002). The school disciplinary practices used most widely throughout the United States may be contributing to lowered academic performance among the group of students in greatest need of improvement.”

Discipline is helping a child solve a problem. Punishment is making a child suffer for having a problem. To raise problem solvers, focus on solutions not retribution. - L. R. Knost

nourishingourchildren.org

### Discipline or punishment?

Strong and effective discipline figures out the root of the problem and applies consequences in a way that addresses that root problem, not just the *effects* of the problem.

### How do we determine the “root” problem? How do we determine areas of need?

Please keep in mind that school psychologists, social workers, counselors, and behavior teachers are a “go to” resource when it comes to addressing student behavioral issues. That said, there are legal and financial factors these staff have to abide by.

An additional resource that I believe you will find extremely helpful is the text, Weber, C. (2018). *Behavior: The forgotten curriculum: An RTI approach for nurturing essential life skills*. Bloomington, IN: Solution Tree Press, a division of Solution Tree. This text is being ordered for AMP team chairs/administrators and will be utilized in future AMP team trainings. Within this highly informative text is an assessment that may assist your school team in determining the root cause of a student behavioral issue. It begins with the following

1. Clearly, specifically, objectively, and observably define and describe the problem behavior.
2. Identify the consequence the student receives due to the misbehavior.  
(be honest, even if your response to misbehavior may not be entirely appropriate)



3. Specifically identify what the student seems to be seeking by misbehaving. Does this student seem to be seeking sensory feedback? Attempting to escape from a task or situation? Seeking attention? Attempting to gain an object or experience?
4. Describe how the student behaves immediately before incidents occur. Describe any and all behaviors, actions, words, or all of these.
5. Describe any patterns to the misbehaviors. Describe the environments, times of day, subject areas, groupings, assignment types (or all of these) during which the misbehavior is most likely to occur. What is the student doing or being asked to do? Where is the student? Who is the student with?
6. What alternative behaviors would staff accept on a temporary basis that may satisfy the student's need?

If more detailed information is needed the book provides diagnostic interviews that can be conducted by AMP Teams.

### How can we reduce exclusionary practices?

- Reserve exclusionary practices for the most serious behaviors (big deal versus little deal)
- Apply targeted behavioral interventions
- Develop a consistent system of consequences
  - Less serious behavior incidents are met with milder consequences as opposed to punitive consequences.
- A strategy for lowering suspension rates in schools is PBIS. This strategy revolves around intentionally creating a positive culture in schools to prevent negative behavior from occurring. Ensure PBIS Tier One practices are firmly and effectively in place.
- Clarify classroom versus office infractions
  - Identify and define
- Model, teach, and nurture behavioral skills
- Provide differentiated behavioral supports
- Balfanz observed that one of the best ways to prevent suspension is to foster strong relationships between students and teachers. "When those relationships are weak, it's easier for students to act out, and it's easier for teachers to be harsh in their reactions. Neither side has an invested relationship with the other," he said.
- Intervene appropriately, early and frequently
- Effectively and frequently analyze school-wide and individual behavioral (SWIS) data



"The reason educators feel the compulsion to use techniques like detention, suspension, expulsion, is because they say, 'This child's behavior detracts from the educational opportunities of everybody else,'" Dr. Rob Horner said. "We've learned if you focus on the front end to prevent problem behaviors, the number of these situations goes way down."

### What steps are necessary to support a student with a targeted intervention?

Refer to *The forgotten curriculum: An RTI approach for nurturing essential life skills*.

1. Determine what behavior the staff and students will focus on.
2. Describe the specific expectations associated with the target behavior will be retaught and by whom and when.

3. Specify pre-corrections that have direct applicability to the target behavior.
4. Specify de-escalation strategies that have direct applicability to the target behavior.
5. Target an improvement strategy to the target behavior.
6. Build the student's capacity to use the strategy.
7. Ensure that all staff can support the student with knowledge of the strategy and the plan.
8. Monitor

Pre-corrections - samples	De-escalation - samples
<ul style="list-style-type: none"> <li>• Identify known triggers</li> <li>• Compensate for triggers</li> <li>• Disrupt causes</li> <li>• Proactively prevent</li> <li>• Anticipate</li> <li>• Disrupt behavior patterns</li> <li>• Provide prompts</li> <li>• Teach alternative behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Safe private environment for discussions</li> <li>• Limit number of adults</li> <li>• Provide personal space</li> <li>• Do not corner</li> <li>• Open accepting body language</li> <li>• Speak calmly</li> <li>• Simple direct language</li> <li>• Safe, simple choices</li> </ul>

### **PBIS/SWIS To Dos**

1. Correct SWIS integrity errors.
2. December 21<sup>st</sup> is the end of the first quarter. It is a district expectation that SWIS data be shared at a minimum once a quarter.

### **PBIS/SWIS Upcoming Events**

- The second AMP training will be December 11, 2018 from 1:00 to 4:00 in the CAB board room.  
**All AMP chairs and principals need to mark this date on their calendars.**