

Behavior Prevention and Intervention: Implementing Multi-Tiered Systems of Support for Grades K-12 **Packet 1**

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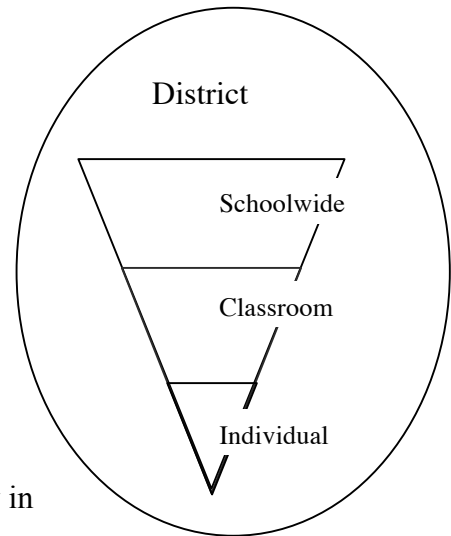
For more information contact Safe & Civil Schools
800-323-8819 or info@safeandcivilschools

The goal of Positive Behavior Support is to create a safe, civil, and productive school.

- Reduce barriers to learning.
- Increase motivation to achieve.

Four levels need to be addressed as part of a continuous improvement cycle for both academics and Positive Behavior Support:

- Districtwide
- Schoolwide
- Classroom
- Individualized interventions for the most challenging problems



To improve behavior and motivation, staff can manipulate five variables.

1. **Structure**/organize all school settings for success.
2. **Teach** students how to behave responsibly in those settings.
3. **Observe** student behavior. (Supervise!)
4. **Interact positively** with students.
5. **Correct** irresponsible behavior calmly, consistently, and immediately in the setting in which the infraction occurred.

STOIC: Someone respected and admired for patience and endurance in the face of adversity.

The difficulty is getting staff trained and *consistently implementing* these practices. Why is this so difficult?

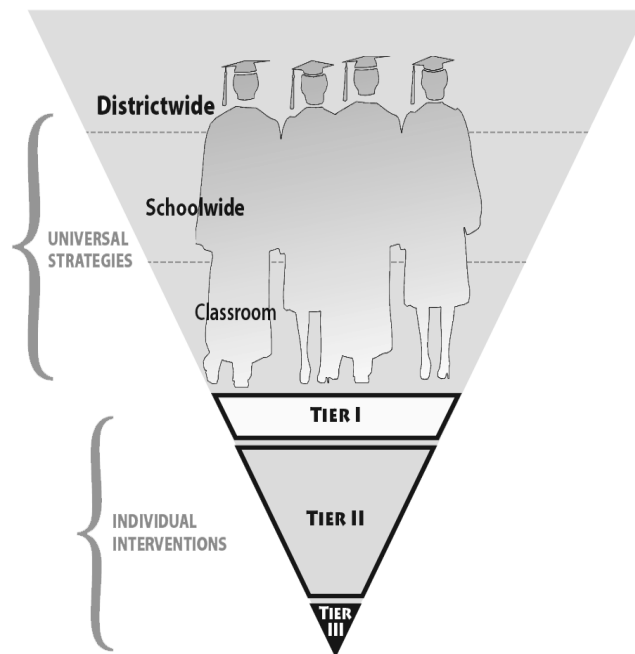
- Discipline problems drive staff crazy!
- Many schools depend too much on punitive consequences.
- Some staff may not realize how malleable student behavior is and how much power they have to shape behavior.

Potential outcomes:

- Reductions of expulsions, arrests, suspensions (OSS & ISS), referrals to special education for behavior/disciplinary reasons, office referral, truancy, tardiness, and classroom disruptions
- Improved safety
- More welcoming school climate
- Improved average daily attendance of students and staff
- Empowered staff—Reduced staff turnover
- Enhanced “school connectedness,” resulting in increased motivation, resulting in improved academic outcomes
- Increased academic achievement

The Goal of RTI (Both academic and behavioral)

No student falls through the cracks



Remember that behavior support is a continuous improvement process, not a product or a task with a completion point. Every school can always be a better place for some of the students.

Schoolwide Discipline—Creating a Campus Structure

A site-based leadership team, including active support from the principal

Involvement of ALL staff (and students, families, and community as appropriate)

Data-driven decision making to drive an ongoing “Improvement Cycle”

Review meaningful data, such as:

Surveys of staff, students, and parents

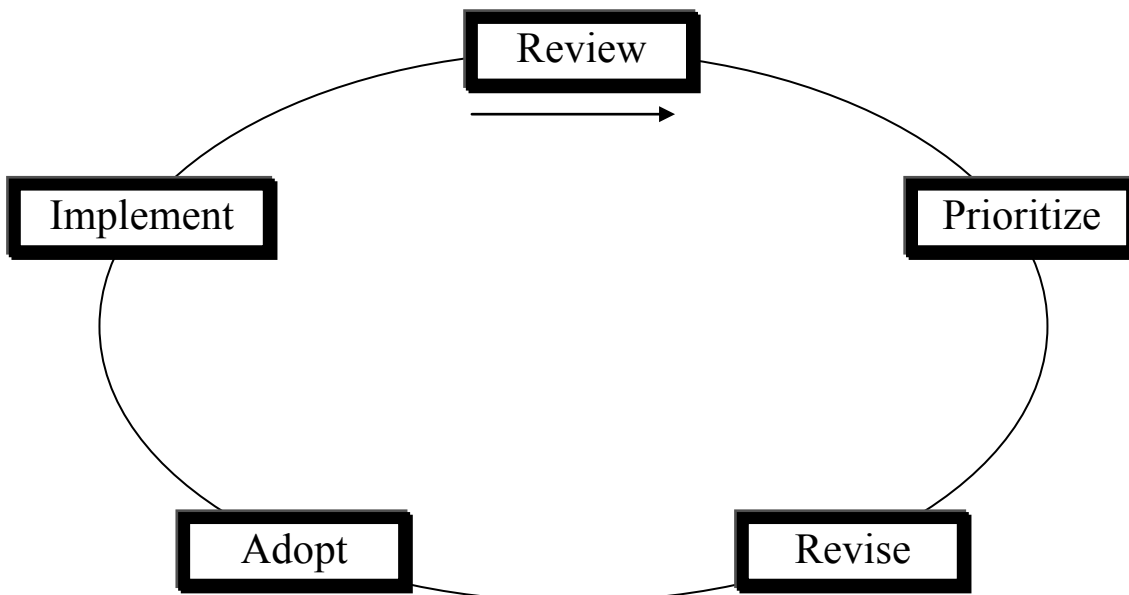
Observations of common areas

Patterns of disciplinary referral

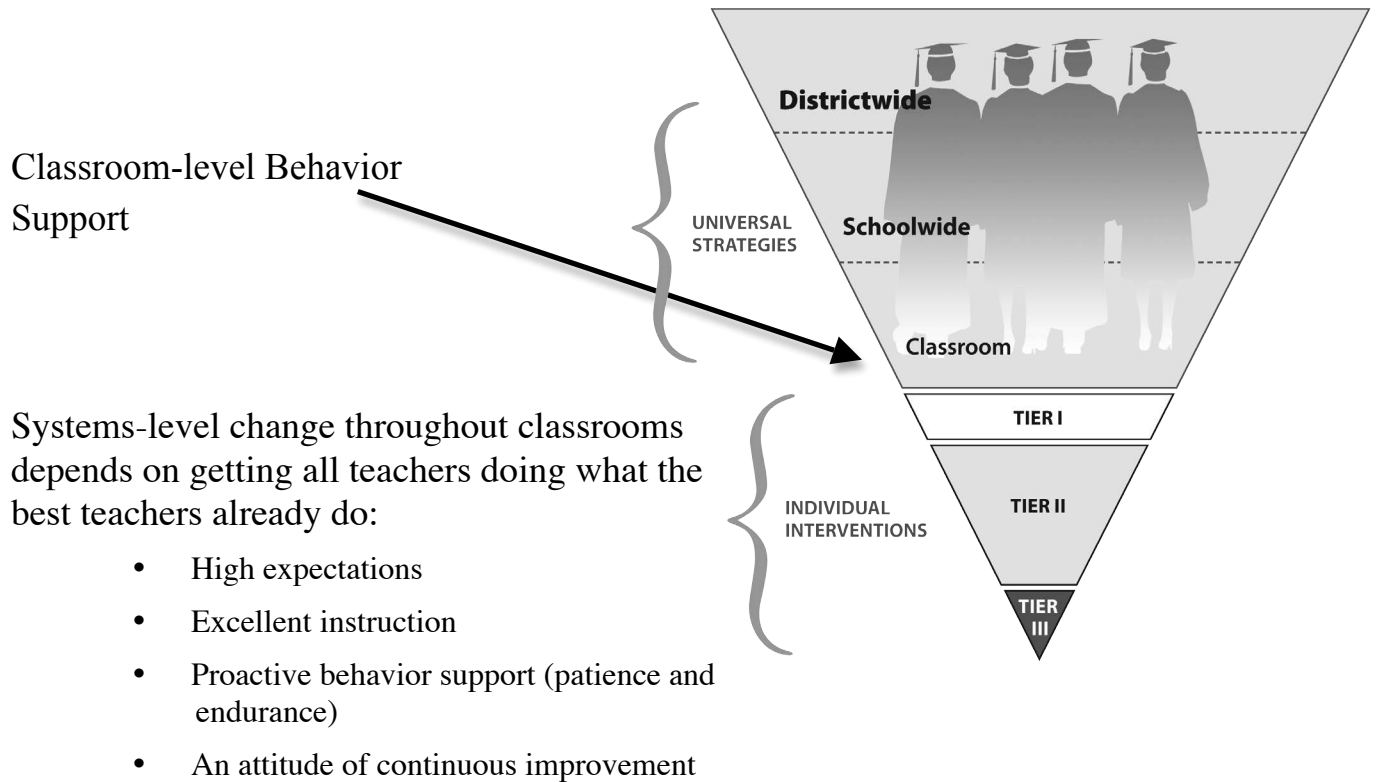
- Type of offense
- Location
- Month or week
- Day of the week
- Time of the day
- Referring staff

Injury reports

Focus groups



The Goal: No student falls through the cracks



Assisting all teachers in implementing evidence-based behavior support requires:

Training on a specific approach (e.g., CHAMPS/DSC)

Clear expectations from administrators on the outcomes of good classroom management (i.e., what are teachers accountable for?)

- Academic engagement
- Respectful interactions
- Match between teacher's classroom expectations and student behavior

Nonevaluative personnel who can provide coaching and support to teachers to achieve those outcomes

From: *CHAMPS: A Proactive and Positive Approach to Classroom Management*

Discipline in the Secondary Classroom (DSC): A Positive Approach to Behavior Management

Coaching Classroom Management: Strategies and Tools for Administrators and Coaches

The Goal: No student falls through the cracks

Individual Behavior Support:

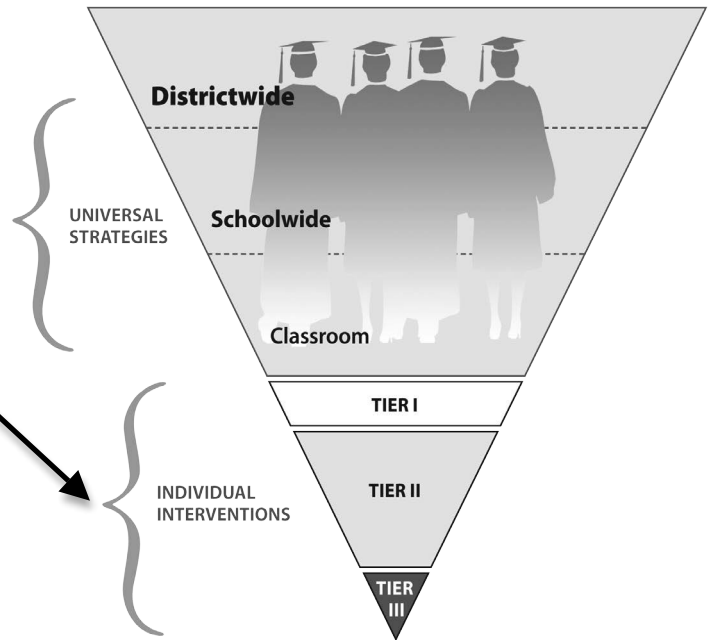
Create a culture of data-driven *early-stage* interventions planned and conducted by all teachers (Tier 1).

- A. Planned Discussion
- B. Academic Assistance
- C. Goal Setting
- D. Data Collection and Debriefing
- E. Increasing Positive Interactions
- F. STOIC Intervention and Analysis

From Interventions: Evidence-Based Behavioral Strategies for At-Risk Students

Create a system of red flags that signal the system (administrators, school counselors, school psychologists, and so on) that a student may need a Tier 2 or 3 individual support plan:

- Failing grades in two or more classes
- Chronic absenteeism
- One or more grade levels behind chronological peers
- Three ODRs in a semester
- Six or more detentions in a semester
- Screening for internalizing problems (anxiety/depression)
- Student/parent request



Train support personnel in Tier 2 group-based interventions such as:

- Connections (Check & Connect)
- Meaningful Work
- Mentoring

Train all support personnel in efficient problem-solving and intervention design processes.

- 25-Minute Planning Process
- Intervention Decision Guide (IDG): Teacher Interview
- Intervention Decision Guide (IDG): Multidisciplinary Team

From Behavioral Response to Intervention: Creating a Continuum of Problem-Solving and Support

Train all support personnel in designing and helping teachers to implement (WITH FIDELITY!) highly structured individualized interventions (Tier 2 & 3).

- G. Managing Physically Dangerous Behavior and Threats of Targeted Violence
- H. Managing Severely Disruptive Behavior
- I. Managing the Cycle of Emotional Escalation
- J. Cueing and Precorrecting
- K. Self-Monitoring and Self-Evaluation
- L. Self-Talk and Attribution Training
- M. Teaching Replacement Behaviors
- N. Functional Communication
- O. Structured Reinforcement Systems
- P. Defining Limits and Establishing Consequences
- Q. Relaxation and Stress Management
- R. Internalizing Problems (Depression & Anxiety) and Mental Health

From Interventions: Evidence-Based Behavioral Strategies for Individual Students
(2nd ed.)

For information on staff development planning on schoolwide, classroom, or individual student, go to: www.safeandcivilschools.com or call 800-323-8819.

References and Resources



Materials in the Safe & Civil Schools Library are now listed on SAMHSA's National Registry of Evidence-based Programs and Practices. To view details on the Safe & Civil Schools Positive Behavior Interventions and Supports Model, visit:

www.nrepp.samhsa.gov/ViewIntervention.aspx?id=242

Books

- Sprick, R. S. (2012). *Teacher's encyclopedia of behavior management: 100+ problems/500+ plans* (2nd ed.). Eugene, OR: Pacific Northwest Publishing.
- Wise, B. J., Marcum, K., Haykin, M., Sprick, R. S., & Sprick, M. (2011). *Meaningful work: Changing student behavior with school jobs*. Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S., Knight, J., Reinke, W., Skyles, T., & Barnes, L. (2010). *Coaching classroom management: Strategies and tools for administrators and coaches* (2nd ed.). Eugene, OR: Pacific Northwest Publishing.
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- Sprick, R. S. (2009). *Structuring success for substitutes*. Eugene, OR: Pacific Northwest Publishing.
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- Sprick, R. S., & Garrison, M. (2008). *Interventions: Evidence-based behavior strategies for individual students* (2nd ed.). Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S. (2006). *Discipline in the secondary classroom: A positive approach to behavior management* (2nd ed.). Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S., & Garrison, M. (2000). *ParaPro: Supporting the instructional process*. Eugene, OR: Pacific Northwest Publishing.

Multimedia

- Sprick, R. S. (2010). *CHAMPS DVD inservice series* (2nd ed., DVD program). Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S. (2008). *Discipline in the secondary classroom DVD inservice series* (DVD program). Eugene, OR: Pacific Northwest Publishing.

- Sprick, R. S. (2008). *Interventions audio: Evidence-based behavior strategies for individual students* (2nd ed., audio CD program). Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S. (2008). *When every second counts: Mini-inservices for handling common classroom behavior problems* (CD and DVD program). Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S., Swartz, L., & Schroeder, S. (2006). *In the driver's seat: A roadmap to managing student behavior on the bus* (CD and DVD program). Eugene, OR: Pacific Northwest Publishing and Oregon Center for Applied Sciences.
- Sprick, R. S., Swartz, L., & Glang, A. (2005). *On the playground: A guide to playground management* (CD program). Eugene, OR: Pacific Northwest Publishing and Oregon Center for Applied Sciences.
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- Sprick, R. S., Garrison, M., & Howard, L. (2002). *Foundations: Establishing positive discipline and school-wide behavior support* (CD program). Eugene, OR: Pacific Northwest Publishing.

Articles

- Sprick, R. (2010). Shaping student behavior. *SEEN Magazine*, 12(2), 90–91.
- Sprick, R., & Daniels, K. (2010). Managing student behavior. *Principal Leadership*, September, 18–21.
- Sprick, R. (2009). Doing discipline differently. *Principal Leadership*, 9(5), 19–22.
- Sprick, R. (2009). Positive behavior support: A powerful vehicle for preparing 21st century citizens. *SEEN Magazine*, 11(3), 94.
- Sprick, R. (2009). Schoolwide discipline: Can you make it work? *SEEN Magazine*, 11(2), 102.
- Sprick, R., & Daniels, K. (2007). Taming the tardies—Every minute counts. *Middle Ground*, 11(2), 21–23.
- Sprick, R. S. & Booher, M. (2006). Behavior support and response to intervention: a systematic approach to meeting the social/emotional needs of students. *Communique*, 35(4), 34–36.
- Sprick, R.S. (2004). Civil schools are safe schools: But are they attainable? *Instructional Leader*, 17(6), 3–5.



The Council of Administrators of Special Education (CASE) has endorsed three *Safe & Civil Schools* resources:

- *Foundations*
- *CHAMPS*
- *Interventions*

For more information, visit: www.casecec.org

Report on Graduation Rates in the U.S.

A revised report, commissioned by the Black Alliance for Educational Options, found that the overall graduation rate nationally in 2003 was 71%. Graduation rates by race/ethnicity in 2003 were:

African-American	56%	Native American	57%
Asian	79%	White	78%
Hispanic	54%		

Education Week reported that in 2010 the graduation rate was again 71%.

To access the historical information regarding graduation rates, log onto:
http://www.safeandcivilschools.com/research/graduation_rates.php

Report on School Connectedness

"Increasing evidence shows that when adolescents feel cared for by people at their school and feel like a part of the their school, they are less likely to use substances, engage in violence, or initiate sexual activity at an early age."

This article demonstrates an association between connectedness and effective classroom management, effective disciplinary policies, small school size and involvement in extracurricular activities

McNeely, C.A., Nonnemaker, J.A., Blum, R.W.; (2002). Promoting School connectedness: Evidence from the National Longitudinal Study of Adolescent Health, Journal of School Health, 72(4), 138-146.

“Research has shown that students who feel connected to school do better academically and also are less likely to be involved in risky health behaviors: drug use, cigarette smoking, early sex, violence and suicidal thoughts and attempts. This report summarizes what is known about school connectedness.”

Blum, Robert, School Connectedness: Improving the Lives of Students. Johns Hopkins Bloomberg School of Public Health, Baltimore, Maryland, 2005.
http://www.jhsph.edu/bin/i/e/MCI_Monograph_FINAL.pdf

Randy Sprick's Safe and Civil Schools

Visit <http://www.safeandcivilschools.com/> for information on Safe and Civil Schools products and services to help improve behavior, discipline and school climate, improve school connectedness and reduce suspensions/expulsions.

Your Name: _____ Your state code (e.g. OR) _____

Your email (optional): _____

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