

# WVPBIS Virtual Academy

## Part 2: Day 2

### Discipline Systems

### TFI 1.5 and 1.6



West Virginia  
Behavior/Mental Health  
Technical Assistance Center



West Virginia DEPARTMENT OF  
**EDUCATION**



WEST VIRGINIA  
**AUTISM TRAINING CENTER**  
AT MARSHALL UNIVERSITY

# Today's Objectives

## TFI 1.5 Problem Behavior 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.



# Problem Behavior Definitions

## 1.5 Problem Behavior 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.

### Possible Data Sources:

- Expected Behaviors in Safe and Supportive Schools (Policy 4373)
- County Policy
- Staff Handbook
- Student Handbook
- Discipline Flow Chart



### TFI SCORES

**0** = No clear definitions exist, and procedures to manage problems are not clearly documented

**1** = Definitions and procedures exist but are not clear and/or not organized by staff- versus office-managed problems

**2** = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families



# Problem Behaviors



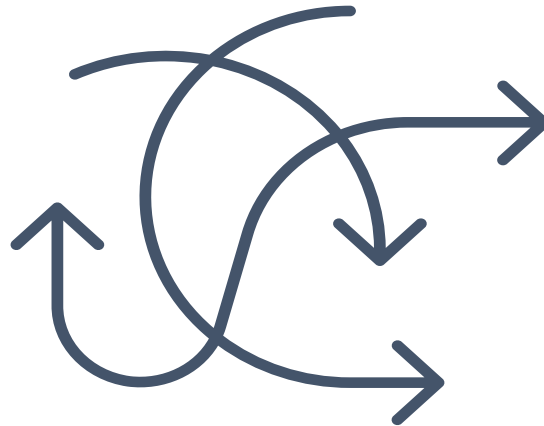
*Why* should we define them?

- Our own beliefs about behavior
  - Cussing in school (certain cuss words, context they are used, age of student)
- Some behaviors have a severity index
  - Disruption could be calling out without raising hand or throwing a chair across the room
- Continuity among staff will create consistency within discipline system
  - Behaviors are treated the same in every classroom
  - Students can't "get away" with using their phone in one class and not another

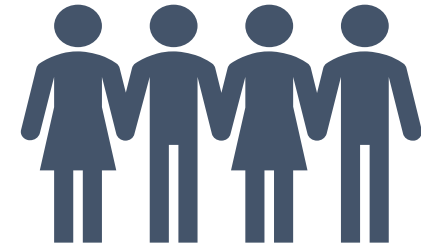
# Create a discipline flow chart



**Continuity** of Behavior  
Consequences School-Wide



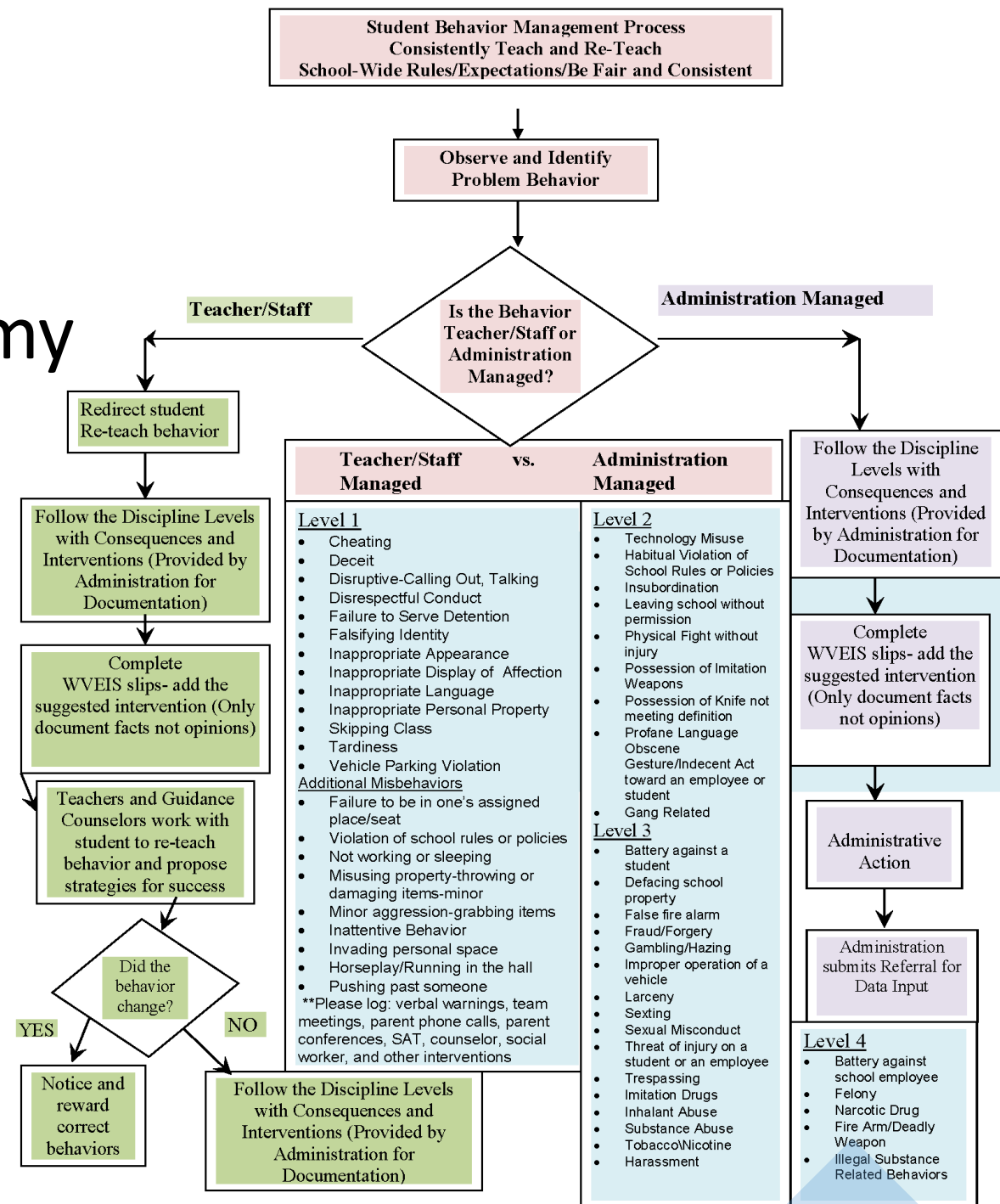
**Clears Up Confusion**  
(for staff and students)




**Accountability** for all staff and  
students in the school

**“I DIDN’T KNOW!”**

# Discipline Flow Chart Chandler Academy



More examples at [www.wvpbis.org](http://www.wvpbis.org)



## Defining Incident Levels

### 1. Teacher-Managed Incidents (Minors)

- Handled quickly and efficiently
- Typically, by the classroom teacher
- Handled where incident occurred
- Tardy, lack of materials, incomplete assignments, gum chewing

### 2. Office-Managed Incidents (Majors)

- Handled by the administration
- Physical fights, property damage, weapons, tobacco

### 3. Crisis Incidents

- Require an immediate response from administration and/or crisis response team
- Bomb Threats, weapons alerts, intruder, fire evacuations etc.

*Consult district and school policies for crisis incidents*



## Teacher Managed Behavior (Minor)

- Attendance/Tardy – Inform parents on effect on academic performance
- Profanity directed at student
- Gum chewing
- Homework
- No supplies
- Tattling
- Non-compliance
- Name calling
- Lying
- Minor stealing
- Cheating
- Dress Code Violations
- Minor Harassment
- Disrespect
- Disruption
- Defiance

## Office Managed Behavior (Major)

- Attendance/Tardy
- Vandalism
- Substances
- Weapons
- Profanity directed at Adults
- Fighting
- Verbal/Physical intimidation
- Major stealing
- Cutting school
- Wanderers
- Gang Related Activity
- Chronic Dress Code Violation
- Harassment (including sexual)
- Disrespect
- Disruption
- Defiance

*What about these examples?*

# *Disruption* Example

<b>Classroom-managed</b>	<b>Office-managed</b>
<p>Refusal to do work</p> <p>Argue with the teacher</p> <p>Calling out</p> <p>Tapping pencil/objects</p> <p>Talking to other</p> <p>Unnecessary movement (out of seat/ fidgeting)</p> <p>Touching others</p>	<p>Disruption escalates into a physical or verbal confrontation</p> <p>Minor actions repeated to the point of an “unteachable” learning environment</p>

# Consequences, discipline or punishment?

## Teacher Managed (Minor)

Think Sheet

Parent Contact

Apology/Restorative Practices

Lunch Detention

Loss of Recess

Clip Down

Write Sentences

## Office Managed (Major)

After School Detention

In-School Suspension

Out of School Suspension

Referral to SAT

Referral to Counselor

Loss of Privilege

Home Visit

**Do your current consequences align with PBIS values? Are they working?**



# FENCE POST DRIVER



# ANY Tool can be used INCORRECTLY

## THINK SHEETS

### DO

- Complete with teacher
- In Private
- Build relationship through sheet

### DO NOT

- Send to another class to complete
- Collect them without reviewing with student
- Use as punishment to complete during recess

## PARENT CONTACT

### DO

- Contact for + reasons
- Call in Private
- Use a compliment sandwich
- Ask for input

### DO NOT

- Call with student present
- Diagnose or push medications
- Call everyday with the same issue

# Predict it, Prevent it... PLAN for it

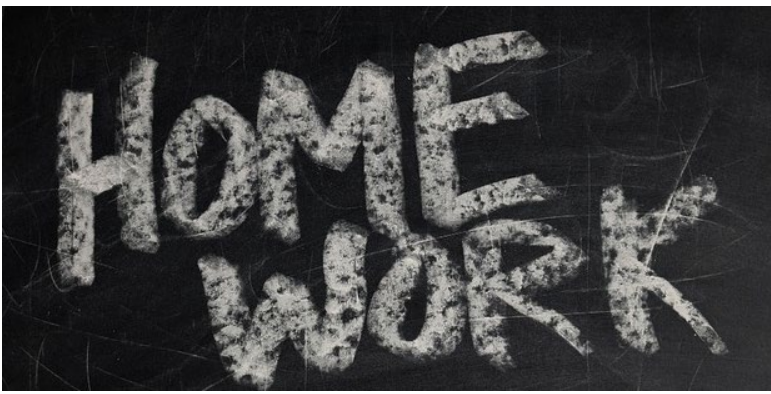
<b><u>Things you can predict:</u></b>	<b><u>Things you can plan:</u></b>
Billy's refusal to participate in Art Class on Monday at 8:45	Pull out Billy before Art to do collaborative problem solving
Teacher referring Billy to the office on Friday at 2:30 for disrupting class	Give Billy a reset at 2:00 by giving an errand to run
Cafeteria noise level above an acceptable level during 5 <sup>th</sup> grade lunch on Wednesdays	Reteach expected behaviors one class at a time and offer a "Golden Spatula" award to weekly best-behaved class

# Predict it, Prevent it... PLAN for it



- Prepare the student.
- Support the learning.
- Provide training and support in peer tutoring & cooperative learning.
- Involve the student.





# Intro to Discipline Systems Activity

## - Part 1 -

1. Watch [TFI 1.6 Part 1 Discipline Flow Chart](#) on our YouTube Channel
2. Schedule a staff meeting and gather materials
3. Organize Minor and Major Behaviors on a T-Chart
4. Get group consensus
5. Use template on our website to create flow chart
  - a) Gather information from school policy
  - b) Make decisions as a team and share with staff for feedback



# Discipline Policies

## **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.

### Data Sources:

- Discipline Policy
- Student Handbook
- Code of Conduct
- Informal Administrator Interview



### **TFI SCORES**

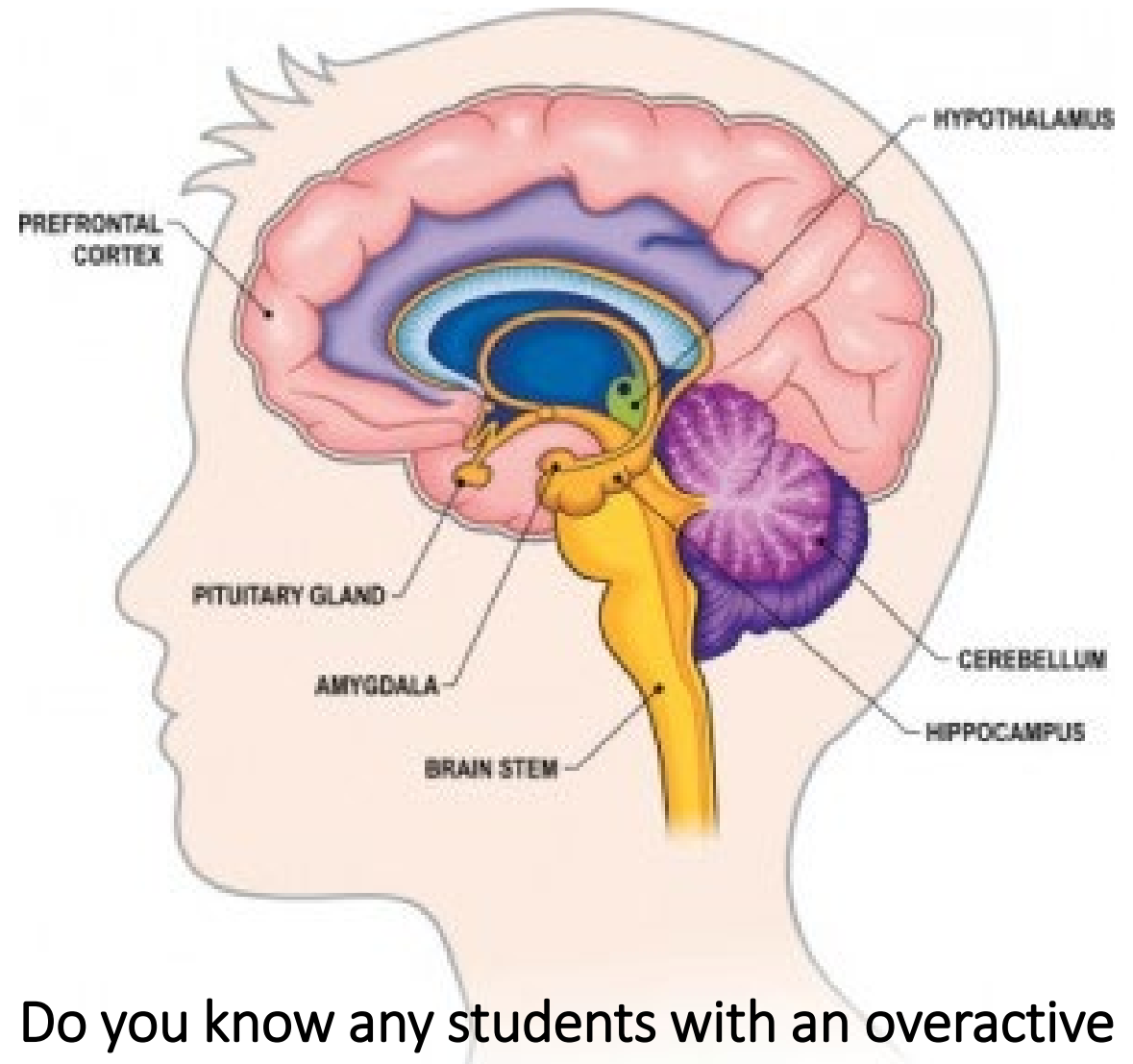
- 0** = Documents contain only reactive and punitive consequences
- 1** = Documentation includes and emphasizes proactive approaches
- 2** = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use

# Students with high ACE scores & office referrals

Chronic Toxic Stress → an overactive limbic system & immature pre-frontal cortex.

Pre-frontal cortex *is responsible* for

- Focusing Attention
- Predicting Consequences
- Impulse Control
- Anticipating Events
- Managing Emotional Reactions



Do you know any students with an overactive limbic system and immature prefrontal cortex?  
Is this how we view them?

# ACEs at School

- ACEs are the single greatest predictor for health, attendance and behavior.
- ACEs are the second strongest predictor for academic failure, after special education status.
- **56%** of children with an ACE score of **4+** had learning and behavior problems in school compared with **only 3%** of children with an ACE score of **ZERO**.



# Implementing PBIS with a Trauma Lens

## EXISTING STORY

- Just make better choices
- You need self-discipline
- You need to try harder
- I need to motivate this child
- Can't you act like the other kids
- You are taking their education

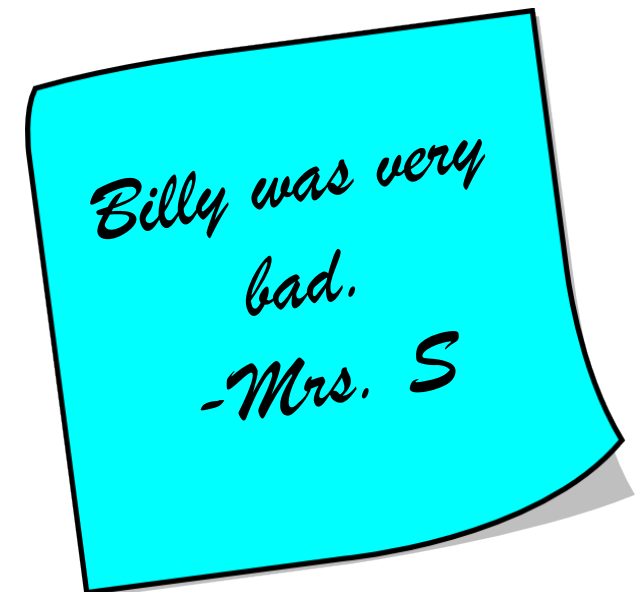
*Shame* is primary behavior modification tool.

## PBIS & TRAUMA LENS

- Teach self-regulation
- Praise positive behavior often
- Allow time to cool-off
- Plan for Challenging Behavior
- Focus on Relationship
  - › Build and repair
- Use Tier 2 and 3, as needed
  - › Tier 1 is the foundation

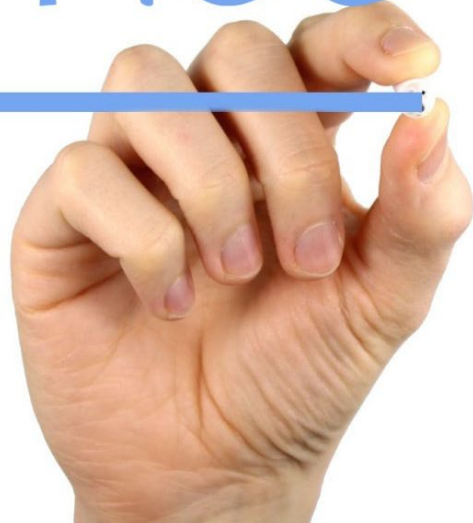
# Does your school need a *NEW* discipline system?

- Sticky notes - a preferred method of communication
- Said sticky notes - ends up in the trash & never makes it to the intended recipient
- The principal considers it a good day if they ate lunch and left before dark
- The line outside the principal's office -> Chick-fil-A drive-thru
- Students ask to be sent to the office
- Same students, same behaviors, day after day
- One "scary" staff member



# Creating Office Discipline Referrals

LOGISTICS



- Paper or Electronic?
- Minor and Major Separate or Together?
  - Color coded, carbon copy
- Is the ODR viewed as a behavior intervention, data collection tool, and/or communication tool?
  - Guides handling of the form after completion
  - Problem solving tool
  - Useful at SAT meetings to determine interventions
  - Parents sign and return?
  - Used as a “strike” towards rewards



# More to Consider

Will referrals be entered into a spreadsheet?

- We highly recommend WVEIS but there are other options:
  - Sample spreadsheet template on [wvpbis.org](http://wvpbis.org) for in-house tracking
  - SWIS- School Wide Information System- online fee for service

Who will enter and what are the expectations? (within 3 days)

When will staff be taught explicitly how to complete the ODR?

- What are the expectations?
- Short video or PowerPoint during staff meeting

When is the “roll-out” date?

- Notify students and parents of new process

# The 5 W's

- Who?
  - Student and Staff Names
- What?
  - Type of Problem Behavior
- Where?
  - Location behavior occurred
- When?
  - Date and Time
- Why?
  - Antecedent, trigger, function of behavior



<u>Location</u>	<u>TIME</u>	<u>Day</u>
<input type="radio"/> Hallway/Stairwell	<input type="radio"/> AM Bus	<input type="radio"/> Monday
<input type="radio"/> Classroom	<input type="radio"/> 7:30-8:30	<input type="radio"/> Tuesday
<input type="radio"/> Restroom	<input type="radio"/> 8:30-9:30	<input type="radio"/> Wednesday
<input type="radio"/> Cafeteria	<input type="radio"/> 9:30-10:30	<input type="radio"/> Thursday
<input type="radio"/> Playground	<input type="radio"/> 10:30-11:30	<input type="radio"/> Friday
<input type="radio"/> Bus room	<input type="radio"/> Lunch	
<input type="radio"/> Dismissal	<input type="radio"/> 11:30-12:30	
<input type="radio"/> Gym	<input type="radio"/> 12:30 -1:30	
<input type="radio"/> Library	<input type="radio"/> 1:30 – 2:30	
<input type="radio"/> Computer	<input type="radio"/> Dismissal	
<input type="radio"/> Speech/Intervention		

When and Where Example

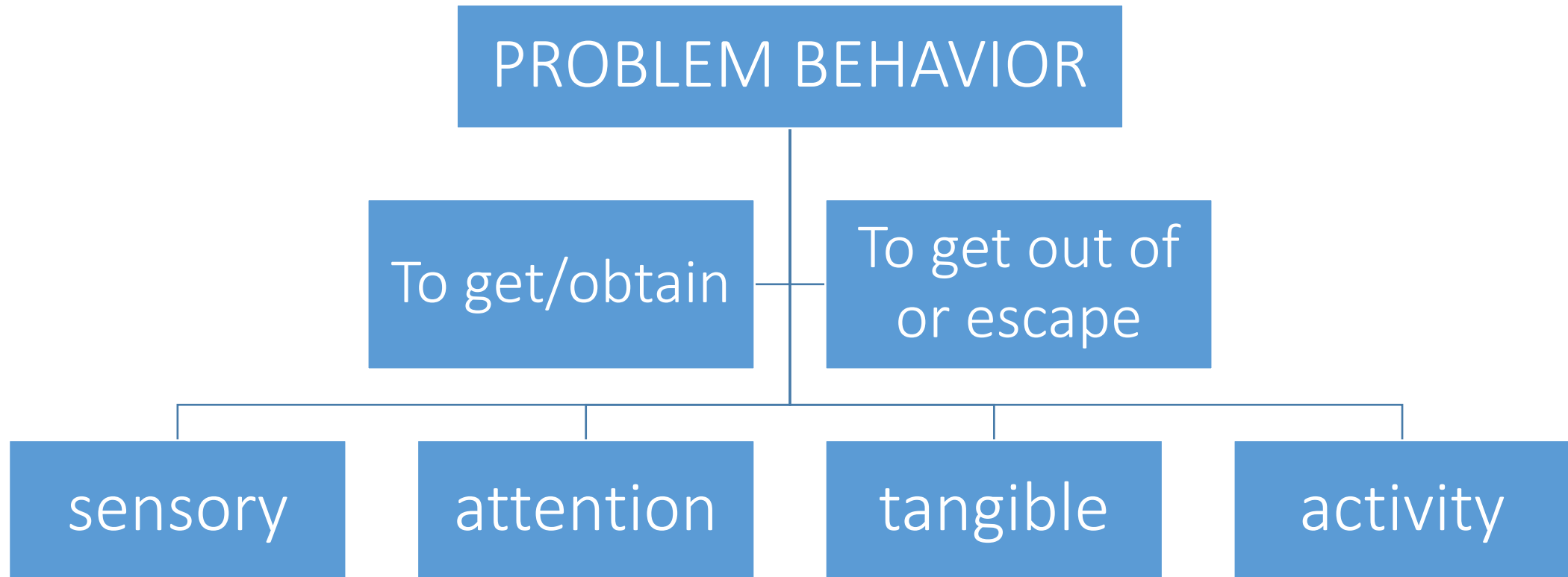


Do you want  
several minors  
to become a  
major ODR?

Decide if # minors in \_\_\_ days = MAJOR

- Completing the minor ODR also requires the staff to problem solve around issue
- Staff will see a decrease in minor behaviors by increasing the intensity of Tier 1 PBIS strategies
- Does the student, classroom, staff or school need the intervention?

# Basic FUNCTIONS of BEHAVIOR







What *might* the student be **trying to communicate?**

## Why is Billy behaving that way?

- Teach staff to recognize the function of a behavior
- Include it on the ODR
- Data Collection Tool
- Easy check-box
- Helps determine intervention

### 4 Functions of Behavior

Function	What it Does	When it Happens	What to Do
<p><b>S</b> Sensory</p> 	Provides stimulation to the pleasure zone in the brain	Anytime, especially when anxious or excited	Provide deceleration techniques and redirect to more appropriate behaviors
<p><b>E</b> Escape</p> 	Removes undesired activities, interactions, or situations	When task is too: understimulating, hard, easy, boring, or undesired	Provide a “first, then, when” prompt, offer choices, or alter then length of task
<p><b>A</b> Attention</p> 	Provides access or awareness to/from people or interactions	When social attention is desired	Provide positive reinforcement or attention before the behavior happens.
<p><b>T</b> Tangible</p> 	Provides preferred activities or items	When a preferred activity or item is wanted/desired	Provide a transition activity/object, increase accessibility, or provide DRA/DRO

[HonulIntervention.com](http://HonulIntervention.com) | 831-316-4699

Minor Referral  
Staff Managed

Major Referral  
Administrator Managed

Entered into SWIS:  Yes  No

Referral ID: \_\_\_\_\_

Student: **Who?**

Grade:  6  7  8

Referring Staff: \_\_\_\_\_

Time: **When?**

Date: \_\_\_\_\_

Location:  Classroom  Hallway  Playground  Cafeteria  Bus  Gym  Office  Restroom  
 Commons  Library  Music Room  Off-Campus  Art Room  Bus Loading Zone  Computer Lab  
 Assembly/Field Trip  Parking Lot

Minor Problem Behavior:  Disrespect  Defiance  Disruption  Physical Contact/Physical Aggression  
 Tardy  Inappropriate Language  Property Misuse  Dress Code Violation  Technology Violation

Major Problem Behavior:  Defiance/Non-Compliance  Physical Aggression  Disruption  Disrespect  
 Inappropriate Language  Tardy  Skip Class  Bullying  Fighting  Inappropriate Location  Truancy   
Forgery/Theft/Plagiarism  Technology  Lying/Cheating  Dress Code Violation  
 Inappropriate Display of Affection  Gang Affiliation Display  Bomb Threat/False Alarm  Arson  
 Use/Possession of (circle one): Tobacco Drugs \*Weapons Combustibles Alcohol

\*If a weapon was involved, please note the weapon type/size: \_\_\_\_\_  
 Harassment (circle type): Gender Ethnicity Sexual Race Religion Disability Physical Characteristics

Perceived Motivation:  Obtain Peer Attention  Obtain Adult Attention  Obtain Item/Activity  
 Avoid Peer(s)  Avoid Adult  Avoid Task/Activity

Others Involved:  None  Peers  Teacher  Staff  Substitute  Other  Unknown

Action Taken:  Alternative Placement  Time Out/Detention  Conference with Student  Loss of Privilege  
 Time in Office  Individualized Instruction  Additional Attendance/Saturday School  Bus Suspension  
 Restitution  Community Service  Other Action Taken  Parent Contact (contact type: \_\_\_\_\_)  
 In-School Suspension ( 1/2 day increments): \_\_\_\_ days  Out-of-School Suspension: ( 1/2 day increments): \_\_\_\_ days  
 Expulsion

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SWIS Office Referral Form Example 6

School Name: **Who?** Incident Type:  Minor  Major

Student Name: **Who?** Student #: \_\_\_\_\_ M / F Grade: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Time: **When?** by: \_\_\_\_\_ Incident #: \_\_\_\_\_

Incident Site				
<input type="checkbox"/> (01) Classroom	<input type="checkbox"/> (05) Office	<input type="checkbox"/> (09) Restroom	<input type="checkbox"/> (12) Bus Loading	<input type="checkbox"/> (14) Off Campus
<input type="checkbox"/> (02) Playground	<input type="checkbox"/> (06) Hllwy/Brzwy	<input type="checkbox"/> (10) Gym	<input type="checkbox"/> (15) On Bus	<input type="checkbox"/> Other
<input type="checkbox"/> (03) Commons	<input type="checkbox"/> (08) Cafeteria	<input type="checkbox"/> (11) Library	<input type="checkbox"/> (13) Parking Lot	

Incident/Offense Type		Motivation	Previous Action by Staff
Major	Minor	<input type="checkbox"/> (01) Avoid adults	<input type="checkbox"/> Verbal reprimand/warn.
<input type="checkbox"/> (01)	<input type="checkbox"/> (58)	<input type="checkbox"/> (02) Avoid peers	<input type="checkbox"/> Parent contact
<input type="checkbox"/> (03)	<input type="checkbox"/> (59)	<input type="checkbox"/> (03) Avoid task/activity	<input type="checkbox"/> Student conference
<input type="checkbox"/> (07)	<input type="checkbox"/> (60)	<input type="checkbox"/> (04) Obtain adult attn.	<input type="checkbox"/> Parent Conference
<input type="checkbox"/> (09)		<input type="checkbox"/> (05) Obtain peer attn.	<input type="checkbox"/> Detention
<input type="checkbox"/> (22)		<input type="checkbox"/> (06) Obtain items/activities	<input type="checkbox"/> Referral
	<input type="checkbox"/> (65)	<input type="checkbox"/> (30)	<input type="checkbox"/> Other _____
<input type="checkbox"/> (23)	<input type="checkbox"/> (61)	<input type="checkbox"/> Other _____	
<input type="checkbox"/> (24)			<b>Members Involved</b>
<input type="checkbox"/> (32)	<input type="checkbox"/> (63)		<input type="checkbox"/> Staff <input type="checkbox"/> None
<input type="checkbox"/> (50)	<input type="checkbox"/> (62)	<b>Why?</b>	<input type="checkbox"/> Peers <input type="checkbox"/> Unknown
<input type="checkbox"/> (38)Tobacco	<input type="checkbox"/> (39)Alcohol		<input type="checkbox"/> Guest Teacher
<input type="checkbox"/> (53)Weapon: Type _____			
<input type="checkbox"/> (57)	<input type="checkbox"/> (70) Other		

Incident Description: **What?**  
\_\_\_\_\_  
\_\_\_\_\_

Administrative Action		
<input type="checkbox"/> (01) Time in office	<input type="checkbox"/> (21) Comm. Svc: _____	<input type="checkbox"/> (28) Suspension (See Box Below)
<input type="checkbox"/> (04) Conference Student	<input type="checkbox"/> (22) Restitution	<input type="checkbox"/> (30) Bus Suspension
<input type="checkbox"/> (05) Conference Parent	<input type="checkbox"/> (23) Apology Letter	<input type="checkbox"/> (35) Expulsion recommendation
<input type="checkbox"/> (12) Privilege Loss	<input type="checkbox"/> (26) Reteach Rule	<input type="checkbox"/> Other _____
<input type="checkbox"/> (18) Detention on ____/____/____		
Truancy filed: <input type="checkbox"/> District <input type="checkbox"/> County		
Explanation of action taken: _____		
Date Action assigned: ____/____/____	Assigned by: _____	
Parent contacted Y / N	Phone #: _____	Date: ____/____/____ Time: ____:____

**Notice of Suspension from School**

In-School  Out-of-School # of days: \_\_\_\_\_

Beginning Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Return Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

\* \_\_\_\_\_ Conference required return to school

**Students are not allowed on district grounds during their suspension. It is the responsibility of the student, parent, or guardian to request assigned work.**

Student Signature: \_\_\_\_\_ School Official Signature: \_\_\_\_\_

Where?

What?

Why?

Where?

# *PBIS BOX!*

“If you change nothing, then nothing changes.” - unknown

How and when will the behavior be retaught and the positive behavior be reinforced?

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- Problem solve with student
- Use peers for guidance
- Provides accountability for staff to use PBIS
- Data for use at SAT meetings on prior interventions
- Will not be put into WVEIS or spreadsheet so keep a copy
- Staff should not write the same intervention over and over
- Use [www.pbisworld.org](http://www.pbisworld.org) for ideas



## Welcome to PBIS World! Click on a Behavior to Start:

Aggressive and/or Bullying	Anxiety	Confrontational/Defensive	Defiant
Disorganized	Disrespectful	Disruptive	<b>Failing To Turn In Work</b>
Frustration	Hyperactivity	Impulsive	Inappropriate Language
Lack of Participation	Lack of Responsibility	Lack of Social Skills	Low/No Work Completion
Lying/Cheating	Name Calling	Negative Attitude	Off-Task Disruptive
Off-Task Non-Disruptive	Out of Seat	Poor Coping Skills	Poor Peer Relationships
Poor Self Esteem	Rushing Through Work	Sadness/Depression	Somatic Complaints
Stealing	Tantrums/Out of Control	Tardiness	Unable to Work Independently
Unfocused/Inattentive	Unmotivated	Upset/Crying	Other

com/behavior-descriptions/failing-to-turn-in-work/

Activate Window to Settings to act

# Logical & Natural Consequences

## Examples of Logical Consequences

“In control” temper tantrum – leave area of tantrum

Leaves materials out – materials not available next time, “closed”

Spills drink/food because they weren’t sitting properly – walk them through clean-up process

Not using playground equipment safely or properly – not available at next recess

Speaks with disrespect – Do not respond to the demand *\*remember-* being angry is not disrespectful; name calling is disrespectful.

**PROACTIVE, rather than REACTIVE, INSTRUCTION**

## Examples of Natural Consequences

Bossy with friends – Friends will start to stay away

Argues about wearing a jacket during recess – “The jacket will be here if you change your mind.”

Refuses to put shoes on– They will get wet

Doesn’t complete homework – Loses points



# What else can we do?

## Examples of Logical Consequences

“In control” temper tantrum **CONTROL** leave area of tantrum

Leaves materials out – materials not available next time, closed **RETEACH Expectations; Model; Acknowledge those who do**

Spills drink/food because they weren't sitting properly – walk them through clean-up process **RETEACH Expectations**

Not using playground equipment safely or properly **RETEACH Expectation; Model; Acknowledge wanted behavior** – not available at next recess

Speaks with disrespect – Do not respond to the **RETEACH Expectation; REVIEW “Respectful” with examples & non-examples** disrespectful; name calling is disrespectful.

## Examples of Natural Consequences

Bossy **REVIEW “How to play with friends” SKILL** way

Arrives late **Pre-correct/proactive before leaving classroom; SENSORY** the

Refuses to put **SENSORY or CONTROL** it wet

Doesn't complete **EXECUTIVE FUNCTIONING deficit** ts



# Behavior Management Hierarchy Norwood Elementary

Students do not receive multiple consequences for **ONE** behavior.

They receive **ONE** consequence for **EACH** disruption.

*A disruption is any behavior that is not following school expectations.  
The hierarchy below was created to address student disruptions that happen within ONE school day.*

**First Disruption:** Non-verbal & verbal reminders: Ex: proximity control, the "teacher look", reminder of rules, etc... (Conduct point is NOT deducted)

**Second Disruption:** Logical Consequences: Ex: running = go back and walk; Making a mess = clean up mess, etc... (Conduct point is NOT deducted)

**Third Disruption:** The student receives **1<sup>st</sup> CHECK**. A THINK SHEET is completed by student during non-instruction time. **\*Think sheets are sent home for parents to sign and return.** (Conduct point is NOT deducted)

**Fourth Disruption:** The student receives **2<sup>nd</sup> CHECK** and has a conference with the teacher. Teacher may choose from any of the interventions listed in box below. (Conduct point WILL BE deducted)

**Examples of Possible Interventions:**

*Seating change	*5-minute cool down	*Check in with mentor teacher
*Phone parent	*Student contract	
*Curricular modification	*Change of environment	
*Conversation with counselor	*Student/teacher conference during non-instruction time	

**Fifth Disruption:** The student receives **3<sup>rd</sup> CHECK** and an office referral form will be filled out and sent to Mrs. Shields. Parents will be contacted. From there, she will decide on an appropriate logical consequence (ie: revisit interventions, deduct 2<sup>nd</sup> conduct point, Second Chance classroom, etc...)

*\*Students who accumulate 4+ CHECKS for the week will attend a 20-minute RETEACH session with the school counselor to work on correcting specific behaviors.*

**"Do Not Pass Go" Clause:**

Incidents that fall into the following categories qualify as "Do Not Pass Go"...

- If the behavior is harmful to the school environment
- If the behavior is harmful to other students or staff
- If the behavior is harmful to the student themselves

If this is happening, and you cannot contact Mrs. Shields, please call secretary immediately. She will contact and/or locate Mrs. Shields.

In 2013 about **63%** of all disciplinary interventions were *exclusionary*—detentions, in-school suspensions, or out-of-school suspensions—even though **about two-thirds** of student discipline referrals were for *minimally disruptive behaviors*, defined in policy as behaviors that “disrupt the educational process and the orderly operations of the school but do not pose direct danger to self or others”

(WVBE Policy 4373, p. 45).

Whisman, A. & Hammer, P. C. (2014). The association between school discipline and mathematics performance: A case for positive discipline approaches. Charleston, WV: West Virginia Department of Education, Division of Teaching and Learning, Office of Research.

# PREVENTION is best alternative

Behavior intervention practices are CRITICAL.

Behavior is a form of communication.

Training and Support for Educators.

Data is CRITICAL.

Work as a TEAM.

**Restraint & Seclusion** SHOULD only be used in EXTREME CRISIS situations.

**Suspension & Expulsion** may result in adverse outcomes for the student and community including increasing student risk for involvement in the justice system.

# Tier 1 of PBIS can HELP!

Because it INCLUDES:

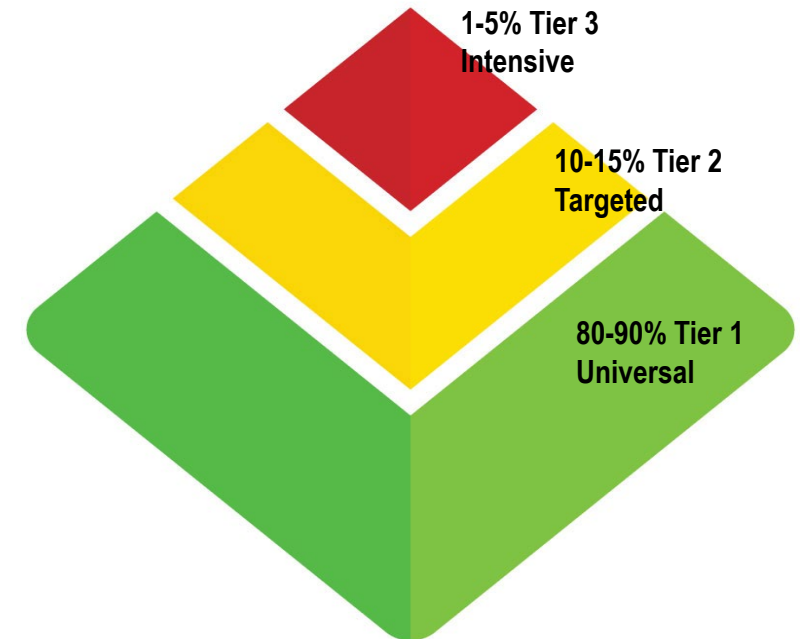
Positive expectations for ALL students.

Explicitly teaching SOCIAL & EMOTIONAL SKILLS.

Providing positive, specific feedback

Reinforcing accomplishments

Implementation **embeds** intentional de-escalation strategies and embraces a supported prevention policy.



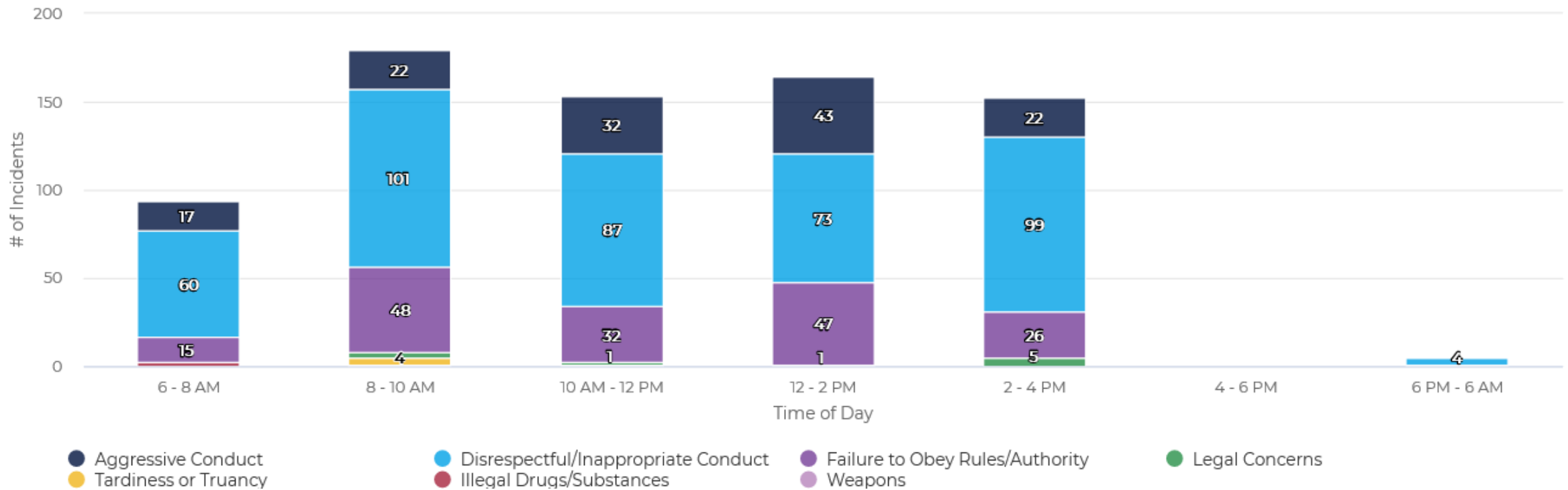
# The “Big 5” Core Behavioral Data Reports

1. Referrals by student (**WHO**)
2. Referrals by type of problem behavior (**WHAT**)
3. Referrals by location (**WHERE**)
4. Referrals by time of day (**WHEN**)
5. Average number of referrals per day (**HOW OFTEN**)



# WVEIS Data Report for Time of Day

The # of incidents occurring throughout the day by incident type

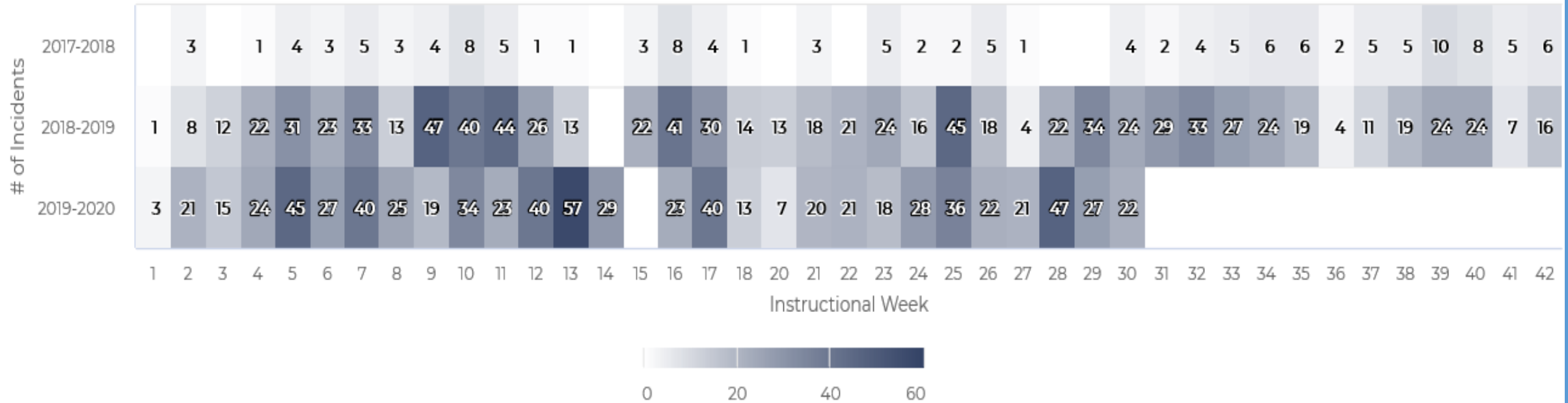


# Implemented PBIS 2018-2019

Are incidents decreasing week over week?



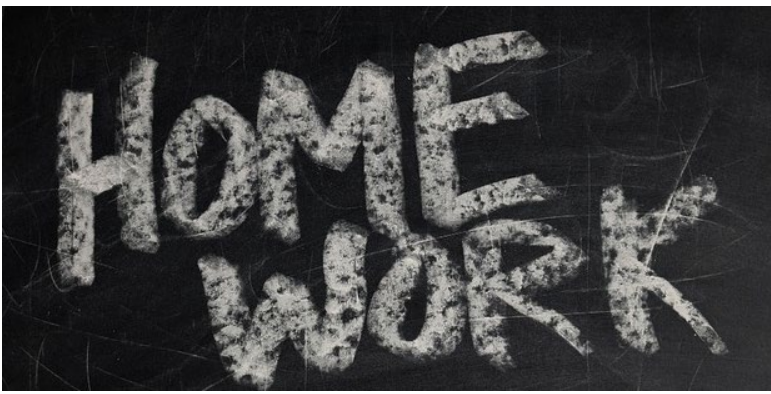
The weekly count of incident occurrences over the last 3 years.



# If it's not recorded... it didn't happen.

<b>Reasons NOT TO record discipline incidents</b>	<b>Reasons TO record discipline incidents</b>
<ul style="list-style-type: none"><li>• Makes me look bad</li><li>• Makes my school look bad</li><li>• Too much paperwork</li><li>• Big Brother</li><li>• Audit for disproportionality</li></ul>	<ul style="list-style-type: none"><li>• Data Based Decisions need accurate data to be any good</li><li>• Improves student interventions and outcomes</li><li>• Allows school to adjust current policies where needed</li></ul>





# Intro to Discipline Systems Activity - Part 2 -

1. Watch TFI 1.6 Part 2 ODR on our YouTube Channel
2. Answer all the Logistical Questions presented on the homework document
3. Use chosen template on our website to create your Office Discipline Referrals
4. Share with staff and receive feedback
5. Professional Development plan with staff on new discipline system

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