



New York State Education Department
Office of Special Education
Educational Partnership



Developing Behavior Systems that Work: Using Data to Inform Interventions

Creating a Behavioral Flowchart

Developed by the Technical Assistance Partnership for Behavior.

2/18/2022

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.



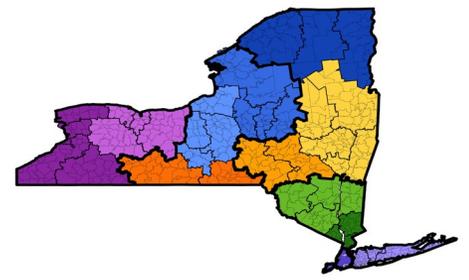
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Disclaimer

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Who Are We?



The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive support network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs).

Regional Partnership Centers (RPCs) are located in each of the 12 regions of NYS and provide these supports and services to the EOs within their region.

Today's Facilitators

Name

Participant Introductions

- Name
- Role
- District
- School
- Population Served

Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none">✧ Take care of your personal needs✧ Return on time and quietly✧ Sign attendance sheets / complete eval. form✧ Use electronic devices when necessary
BE RESPECTFUL	<ul style="list-style-type: none">✧ Put cell phones to “off” or “vibrate”✧ Listen to others attentively✧ Honor confidentiality when applicable✧ Stay on topic
BE ENGAGED	<ul style="list-style-type: none">✧ Be an active participant✧ Participate with an open mind✧ Take notes✧ Make plans to stay until training dismissal

Virtual Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none">✧ Take care of your personal needs✧ Return on time and quietly✧ Complete evaluation form✧ Find a quiet place to participate
BE RESPECTFUL	<ul style="list-style-type: none">✧ Use “mute” to prevent background noise✧ Listen to others attentively✧ Honor confidentiality when applicable✧ Stay on topic
BE ENGAGED	<ul style="list-style-type: none">✧ Be an active participant✧ Participate with an open mind✧ Take notes✧ Make plans to stay until training dismissal

Roadmap

Module Number	Module Title
1.	Introduction to Equitable Behavioral Systems
2.	Using Discipline Data to Inform Interventions
3.	Creating Common Disciplinary Language
4.	<i>Creating a Discipline Flowchart</i>
5.	Tier 1 Practices to Support Behavior
6.	Working with Families Around Behavior

Materials



- Module 1-3 workbooks with completed activities
 - List of major and minor behaviors
 - List of behavioral definitions
 - Plan to share with stakeholders
 - Plan to train staff
- Module 4 workbook
- Continuum of Response Strategies for Inappropriate Behavior
- Classroom Snapshot: Error Correction

Objectives for Module 4

- Educational Organization (EO) has clear definitions for behaviors that interfere with academic and social success (module 3) and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus teacher-managed problems.
- EO policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.

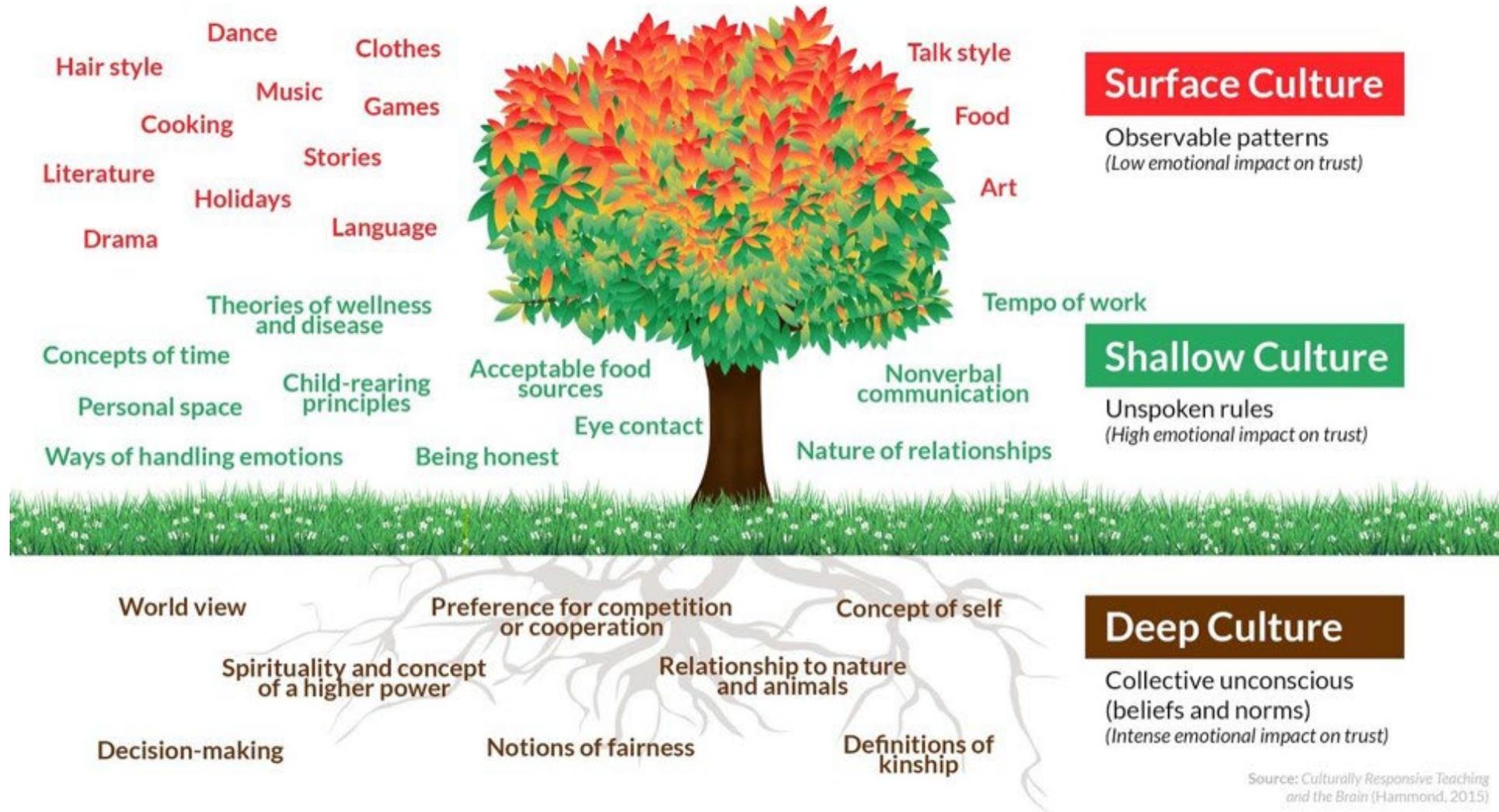
Discipline Policies “BIG IDEA”

- Proactive and instructive responses to problem behavior are more likely to lead to improved student outcomes than exclusionary practices such as office referrals or suspensions.

Developing Proactive Discipline Policies

- Review existing discipline policies to ensure that inclusionary practices are used
- Exclusionary practices are used for safety purposes only, and always with an instructional component
- Seek input from families and the community
- Develop procedures for teaching students to code-switch across settings, with additional practice, acknowledgment, and a focus on restoring relationships
- Work with local law enforcement agencies to emphasize positive interactions between authority figures and students

Culture Tree



Culturally Responsive Behavioral Systems

- Identify
- Voice
- Supportive Environment
- Situational Appropriateness
- Data for Equity



Developing a Coherent Office Discipline Referral Process

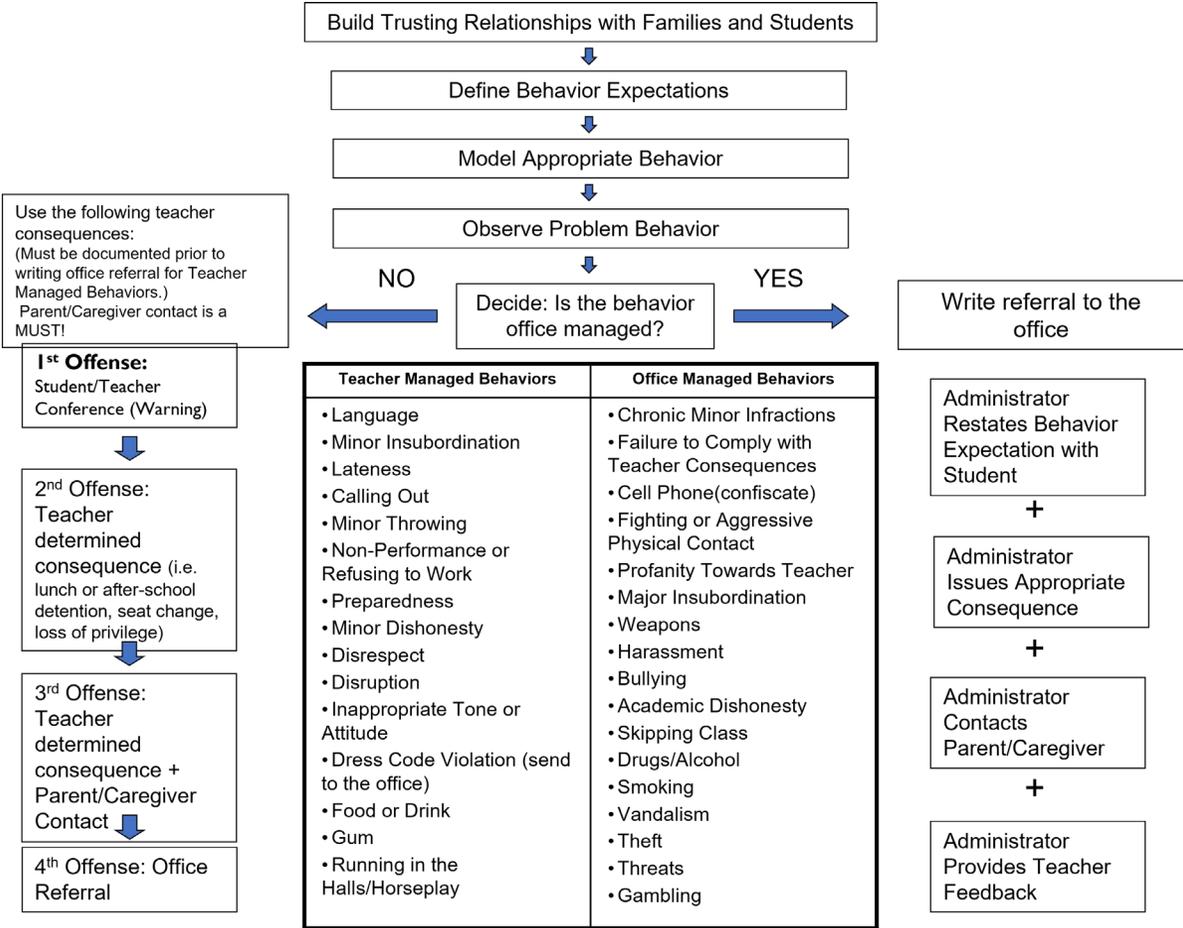
Office Discipline Referral Process

- Evaluate current discipline process and procedures
- Is the discipline referral process meaningful, effective, equitable and predictable?
- Has the process been defined, taught and agreed upon with staff?
- Are teachers following the current plan for completing referrals?
- Interview teachers on their perceptions regarding the school's responsiveness to problem behavior.

Discipline Referral Process

- The next step in establishing a data-based decision-making system is to ensure that a school has a predictable and content Discipline Referral Process.
- This process must be equitable, defined, taught and agreed upon with all staff and must include definitions for:
 - Major discipline incidents
 - Minor discipline incidents
 - Emergency or crisis incidents
 - A continuum of discipline procedures

Discipline Referral Process, continued



YOUR TURN



Activity 1: Discipline Policies

- Using the table in your workbook, take a few minutes to write down the current discipline system your school has when major and minor behaviors occur.

Minor Behavior (Teacher Managed)	Major Behavior (Administrator Managed)
--	--
--	--
--	--
--	--

YOUR TURN

Activity 2: Set the Tone



Responses to inappropriate behaviors should always be:

- Calm
- Consistent
- Brief
- Immediate
- Respectful

“I’ve come to a frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool for torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized.”

Why Focus on a Continuum of Strategies to Respond to Inappropriate Behavior?

What is the single *most used*, but *least effective* method for addressing undesirable behavior?

To verbally scold and berate a student.

Practicing Emotional Self-Management

- Identify what sets you off
- Label your feelings when they come up
- Create an “Early Warning System”





Identifying Triggers: Social Interaction Elements that Activate Threats in the Brain

Standing
Certainty
Control
Connection
Equity

Activity:

1. Read each row. Pausing after each
2. Share an example and any that resonate with you
3. Repeat until you've read all

Social Interaction Elements that Activate Threats in the Brain



Social Interaction	Description
Standing	One's sense of importance relative to others in one's social network or organizational hierarchy (e.g., peers, coworkers, friends, supervisors)
Certainty	One's need for clarity and predictability in a social situation to make accurate social moves (e.g., routines, cause and effect, action and reaction)
Control	One's sense of control over their life and the belief that one's own behavior can have positive effect on the outcome of a situation, rather than something outside of one's control.
Connection	One's sense of connection to and security with another person, one's family, or one's peer group.
Equity	One's sense of fair, just, and unbiased exchange between people (e.g., equal opportunity)

What not to do...



Consistency is Key, not Severity

- It is less important what the consequence is, than that something is reliably done
- How staff respond or what consequence is used is less important than the certainty that something will be done, even something relatively brief such as redirection or re-teaching

YOUR TURN

Activity 3: Considerations for Consequences



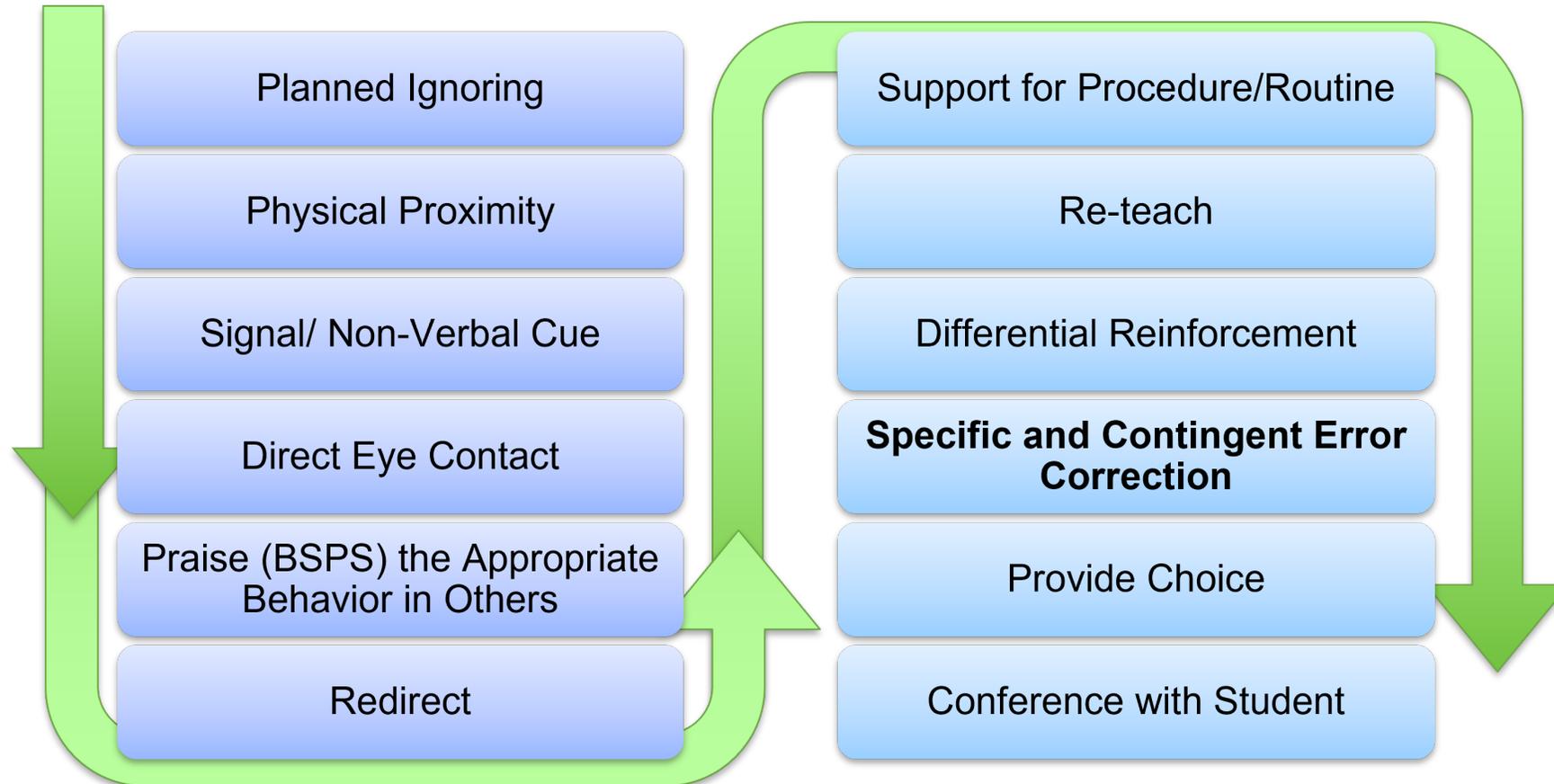
- In small groups, read and discuss the statements on considerations for consequences in your workbook
- Discuss with the full table how your team can use this activity with all staff



Minor Behaviors

Teacher Managed

Develop a Continuum of Strategies to Respond to Inappropriate Behavior



Definitions of Strategies

Planned Ignoring	Ignore student behaviors when their motivation is attention, and continue instruction without stopping
Physical Proximity	Using teacher proximity to communicate teacher awareness, caring, and concern
Signal/Non-Verbal Cue	Teacher gestures to prompt a desired behavior, response, or adherence to a classroom procedure and routine.
Direct Eye Contact	The "teacher look" to get attention and non-verbally prompt a student
Praise (BSPS) the Appropriate Behavior in Others	Identify the correct behavior in another student or group and use behavior specific praise to remind all students of the rule/expectation.
Redirect	Restate the desired behavior as described on the teaching matrix

Definitions of Strategies continued...

Support for Procedures/ Routine	Identify and install a classroom routine to prevent the problem behavior. Provide a booster for a routine already in place.
Re-teach	State and demonstrate the matrix behavior. Have the student demonstrate. Provide immediate feedback.
Differential Reinforcement	Reinforcing one behavior and not another. For example, reinforce the positive behavior while ignoring the student's inappropriate behavior.
Specific and Content Error Correction	Specific directions that prompt or alert the student to stop the undesired behavior and to engage in the desired behavior
Provide Choice	Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective. Choices should lead to the same outcome.
Conference with Student	Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback.

Specific and Contingent Error Correction Definition



- Error correction is an informative statement provided by a teacher or other adult following the occurrence of an undesired behavior
- It is contingent (occurs immediately after the undesired behavior; specific (tells the learner exactly what they are doing incorrectly and what they should do differently in the future); and brief (after redirecting back to appropriate behavior, move on)

Error Correction: Non-Examples...

- How many times do I have to tell you to work quietly?
- Didn't I just tell you to get your work done?
- Why are you talking when I'm talking?
- Do you want me to send you to the office?
- What's going to happen if I call your mother?
- What do you think you're doing?
- Don't you think you should be using your time better?

Steps to Specific and Contingent Error Correction

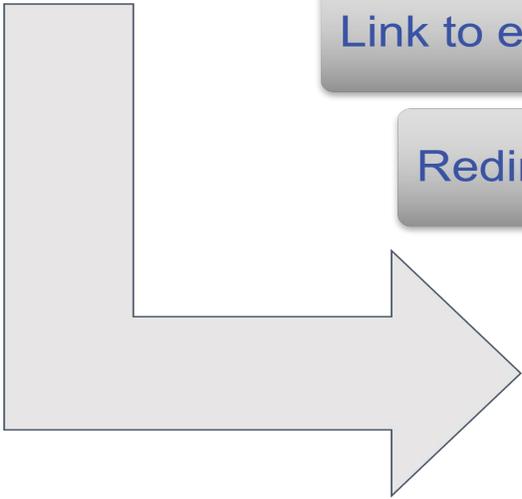
Respectfully address student

Describe inappropriate behavior

Describe expected behavior/rule

Link to expectation on Matrix

Redirect back to appropriate behavior



Great to use with families also!

YOUR TURN



Activity 4: Specific and Contingent Error Correction

- **Example 1:**

- The class is working on an independent assignment. Students are working well except for two who are talking. The teacher says very firmly, “You are supposed to be working by yourself; there shouldn’t be any talking.” One student mumbles under his breath, and the teacher writes his name on the board. The student then curses at the teacher.

- **Example 2:**

- A student is out of his seat, walking around the room. The teacher tells him to sit down and do his work. The student says he needs to get something. The teacher says sit down or he will be in trouble. The student keeps walking around the room.

Sample: Flowchart

<u>Levels of Consequences</u>			
			
	Level 1	Level 2	Level 3
Safe, Responsible and Respectful Choices	<u>Teacher</u> <ul style="list-style-type: none"> ▪ Stop & Think ▪ Find another space ▪ Use stop signal & conflict resolution strategies ▪ Adult help ▪ Verbal Redirection ▪ Data collection 	<u>Teacher/Administrator</u> <ul style="list-style-type: none"> ▪ Teacher/Administrator talk ▪ Detention form ▪ Phone home ▪ Recess reflection ▪ Note signed by parent ▪ Role playing ▪ Put things right 	<u>Administrator</u> <ul style="list-style-type: none"> ▪ Contact parent-phone home ▪ Incident report ▪ Separation from peers ▪ Loss of privileges ▪ Put things right

Sample: Response System

Breaking Rules

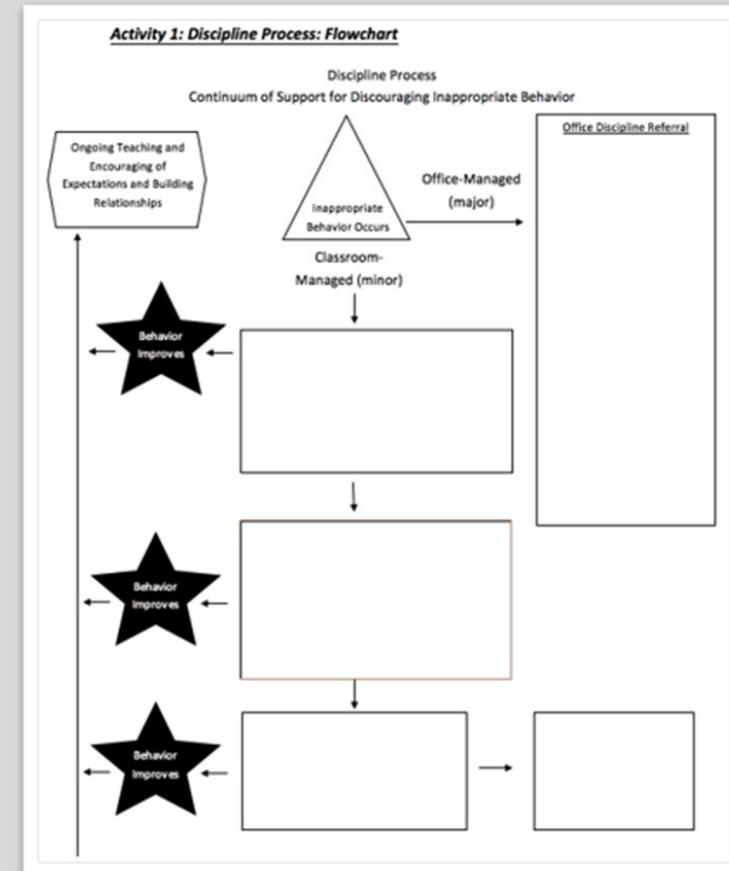
- ▶ 1st time: Verbal warning
- ▶ 2nd time: Final verbal warning
- ▶ 3rd time: Stay after class to speak with me
- ▶ 4th time: Stay after class to speak with me and fill out an Action Plan
- ▶ 5th time: Phone call to parent or guardian.

YOUR TURN: Continuum of Strategies



Activity 5: What effective strategies are currently in place for responding to a minor/teacher managed behavior problems in your school?

1. Identify your continuum of strategies.
Include prevention strategies
Include re-teaching and other classroom management practices
2. Add your continuum to the flowchart to document the process for responding to behavior. Avoid “3 minors equals a major” logic.
3. When do staff complete a minor incident form?



Major Behaviors

Administrator Managed

What is the Purpose of the Office Discipline Referral form?



- Is it used as an intervention?
- Is it to collect data?

What happens if a student needs to be referred to the office?

- Do you complete an office referral electronically?
- Do you complete an office referral on paper?
- What is the procedure for getting a student to the office (call to office, student goes to the office)?
- What's the administrator's disposition and is it communicated to referring teachers?

Office Procedures for Discipline Referral

1. Write pass or escort student to office
2. Teacher Completes Time out of Class Form
3. Administrator assesses, problem solves
4. Objective: Teach, learn, return to academic instruction as quickly as possible
5. Strategies:
 - Practice behavior expectations
 - Re-Teach in setting
 - Problem-solving team
 - Conference with families
 - Restorative practice strategies including...

YOUR TURN

Activity 6: Considerations for Alternatives to Suspension



- Review the examples of alternatives to suspension
- Identify alternatives in place at your school to add to your discipline flowchart

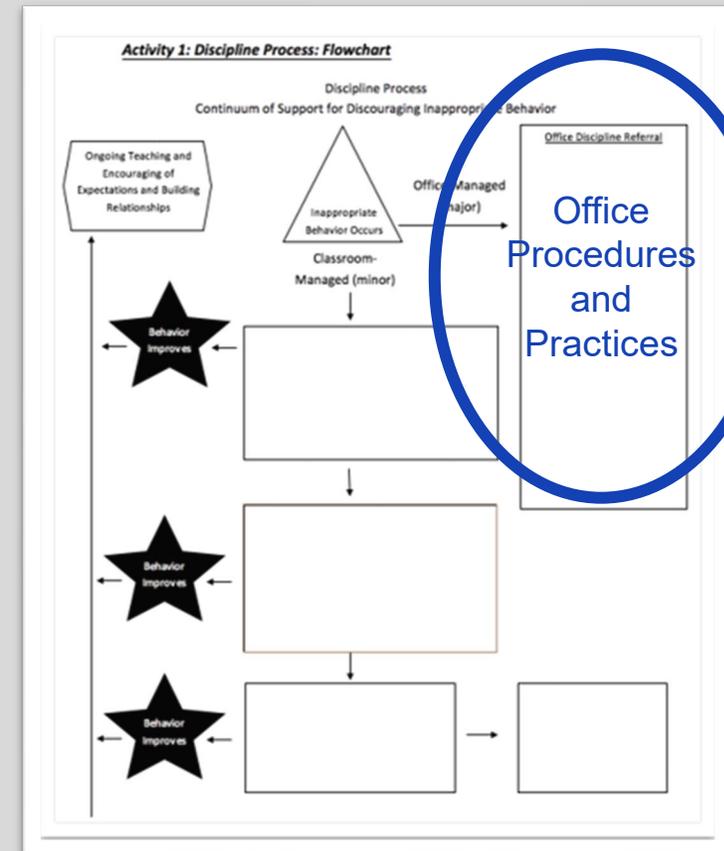


YOUR TURN

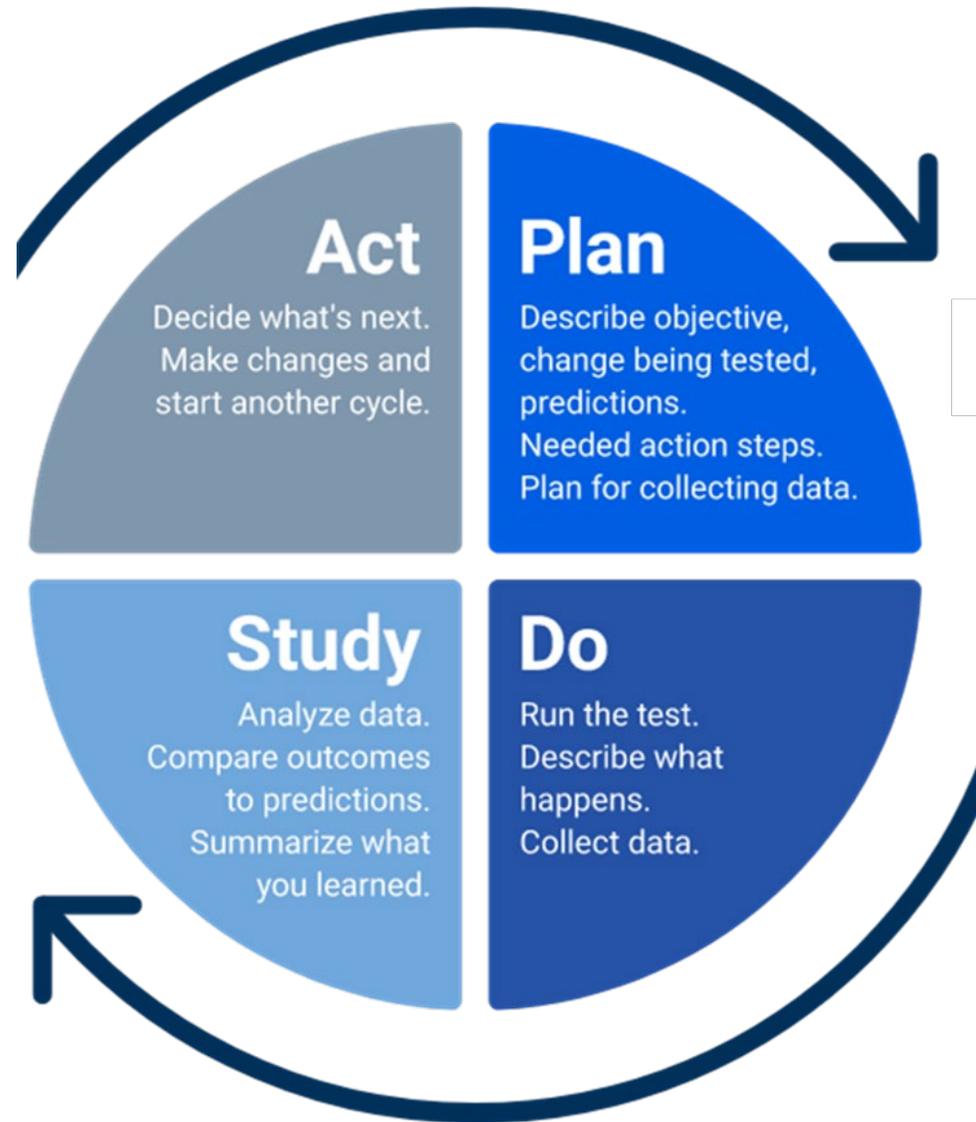


Activity 7: Discipline Flowchart and Process for Managing Major Office Discipline Referrals

- What practices are in place for how school administration responds to a major discipline referral?
 - Identify your office process and practices.
 - Include prevention strategies
 - Include re-teaching and other educational approaches
 - Add your process for Major referrals to the flowchart



Plan-Do-Study-Act (PDSA) Cycle



Action Items and Planning



1. Identify action items below needed for full implementation
2. Add action items to the Action Plan in your workbook

Action Item	(Not In Place, Partially in Place, Fully In Place->)	NI	PI	FI
Create a narrative and/or flowchart to establish discipline procedures		--	--	--
Develop examples and a plan for training staff on the difference between office-managed and classroom-managed behaviors		--	--	--
Define a continuum of appropriate instructional responses to office-managed and classroom-managed behaviors		--	--	--
Identify culturally responsive school policies and procedures that describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.		--	--	--
Establish alternatives (e.g., restorative practices) to traditional disciplinary procedures.		--	--	--
Procedures exist for tracking classroom behavior problems		--	--	--
Classrooms have a range of interventions for problem behavior that are documented and consistently delivered.		--	--	--

Questions?



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