MTSS for Behavior:
Prevention and Intervention

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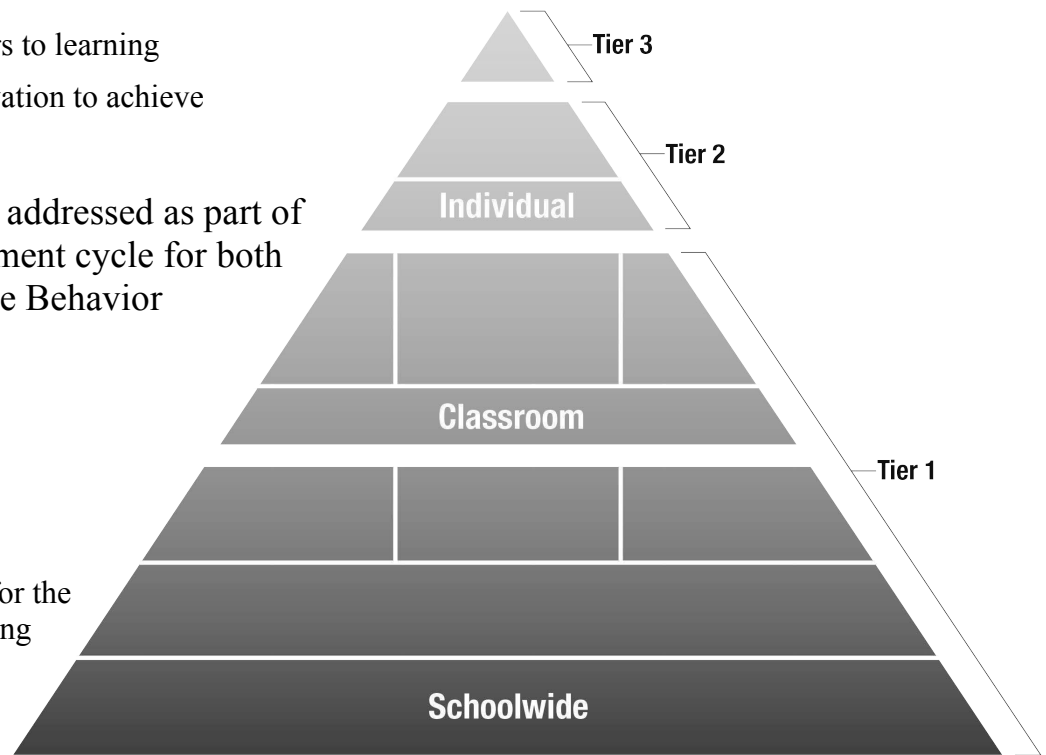
To improve behavior and motivation, staff can manipulate five variables.

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 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

- Improved "school connectedness," resulting in increased motivation, resulting in improved academic outcomes

- Increased academic achievement

The Goal of RTI (both academic and behavioral)

School provides the support students need to be successful.
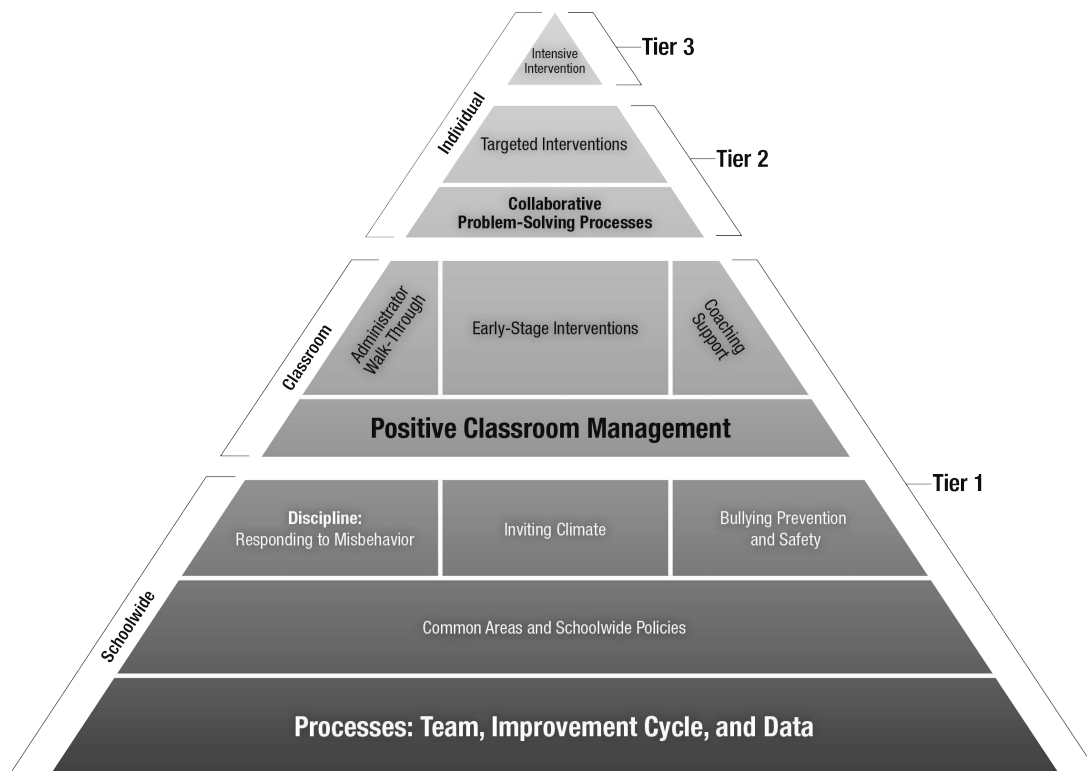
Safe & Civil Schools Approach to PBIS Continuum

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.

Whenever student behavior is not responsible and motivated, do something differently—REVISE.

When revising schoolwide policies and procedures, staff must work together to implement a plan that manipulates the five variables.

1. Structure/organize all school settings for success. For example:

Physical arrangements

Scheduling issues

Organizational patterns

Routines and procedures

Expectations for students

Expectations for staff

2. Teach students how to behave responsibly in those settings. For example:

Lessons on common-area expectations, routines, and policies

Lessons on classroom expectations—unique to each classroom

Lessons on essential behaviors such as respect, bullying prevention, school pride, and possibly even keeping things neat

Coaching provides a great model of teaching, and re-teaching as needed

Coaching also provides a great model of inspirational leadership

3. Observe student behavior. (Supervise!)

Without monitoring, even responsible adults will push the limits.

In the common areas, this involves organizing supervision to ensure that:

A sufficient number of adults are present.

Friendly, respectful behavior is modeled.

The adults are coordinating with and supporting each other.

Students receive consistent information on what is acceptable and not acceptable.

Use data to spot long-term trends and set priorities for improvement.

4. Interact positively with students. This involves three different skills.

    A. Interact in a welcoming manner with every student.

        Say hello, use students' names.

        Show an interest in students—listen, converse.

    B. Provide age-appropriate, nonembarrassing positive feedback.

    C. Strive to interact more frequently with every student when s/he is engaged in positive behavior than when s/he is engaged in negative behavior.

        3:1 ratio of attention to positive versus negative behavior

5. Correct irresponsible behavior fluently.

Mild, Calm, Consistent, Pre-discussed, Brief, Respectful

Sample Menu of Classroom Corrections	Sample Menu of Common Area Corrections

- Give a gentle verbal reprimand - Use a proximity correction - Keep a record of the behavior - Use planned ignoring - Reduce points (if using a point system) - Implement a response-cost lottery - Assign time owed from recess or after class - Assign time owed after school - Assign a timeout at the student's desk - Assign a timeout at another location in the classroom - Assign an inter-class time out - Issue a demerit (3 demerits = after-school detention) - Have student fill out a Behavior Improvement Form - Require restitution by the student - Referral	- Use a proximity correction - Give a gentle verbal reprimand—some types include:
	   Quick: Use a one-liner
	   Instructional
	   Humorous
	   Appeal to relationship - Keep a record of the behavior - Written notification to teacher - Assign a timeout—"Stay right there for 30 seconds." - Assign a timeout in a specified location - Timeout with supervisor: "Stay with me for one minute." - Have student fill out a Behavior Improvement Form - Require restitution by the student (e.g., apology, go back and walk) - Issue a demerit in cafeteria or playground (3 demerits equals one to three days of:
	   Recess 101 with a highly skilled assistant
	   Restricted area or assigned table
	   Assigned to work with counselor
	   Work detail) - Referral

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:

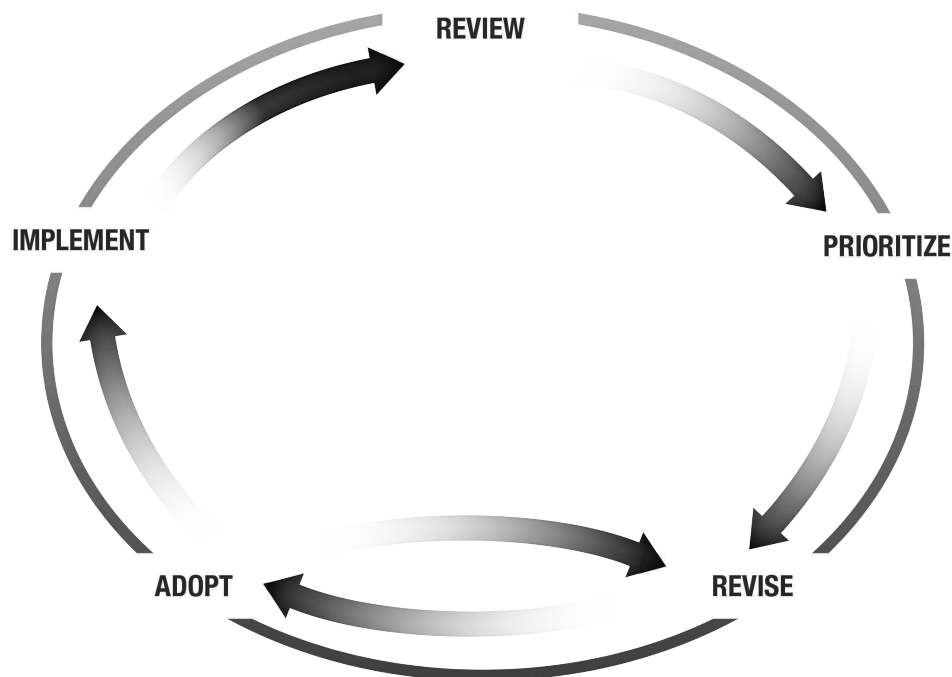Surveys of staff, students, and parents

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

REVIEW

PRIORITIZE

REVISE

ADOPT

IMPLEMENT

Summer—Complete final preparations to launch the new year.

Sample Lesson Schedule for the First Five Days of School (teachers of freshmen allocate at least ten minutes per lesson; other grade levels use professional judgment)

	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period
Monday	**Section 1** START on Time! Basic Hallway/ Restroom Expectations	**Section 2** START on Time! Tardy Policy/Sweep Procedures	**Section 3** Cafeteria Procedures: Teachers of 9th graders—Tour	**Section 4** START on Time! Locker Logic	**Section 5** START on Time! Civility in the Halls and All School Settings	**Section 6** Dismissal, Bus Loading, Expectations to and from School, Arrival
Tuesday	**Section 7** START on Time! Safety in Halls, Restrooms, and Courtyards	**Section 8** Safety Lesson 1: Threats Will Be Taken Seriously (in *Foundations*) ◊◊◊	**Section 9** Fire Drill, Earthquake, Safety, and Lockdown (or "Women and Children First") ***	**Section 10** START on Time! Civil Interactions with Staff, and School Pride	**Section 11** Safety Lesson 2: Right to Be Safe & Responsibility to Contribute to Safety (in *Foundations*) ◊◊◊	**Section 12** Campus Environment (or "Loiterers Will Be Prosecuted") ***
Wed.	**Section 13** Safety Lesson 3: What Is Harassment? (in *Foundations*) ◊◊◊	**Section 14** Dress Code: Video Broadcast During Last Ten Minutes of Class	**Section 15** Safety Lesson 4: Everyone Belongs in This School/This School Belongs to Everyone (in *Foundations*) ◊◊◊	**Section 16** Grading, Cheating, and Plagiarism (or "Advice from a Sixth-Year Senior")***	**Section 17** Clubs and Service Opportunities at This School	**Section 18** Safety Lesson 5: Personal Power and Control, Part 1 (in *Foundations*) ◊◊◊
Thur.	**Section 19** Graduation Requirements—How to Monitor Your Progress	**Section 20** Safety Lesson 6: Personal Power and Control, Part 2 (in *Foundations*) ◊◊◊	**Section 21** Athletic Opportunities and Eligibility Requirements	**Section 22** Maturity (or "Why 'Yo Mama' Is NOT an Appropriate Response") ***	**Section 23** Safety Lesson 7: Teasing and Destructive Humor Can Be an Abuse of Power (in *Foundations*) ◊◊◊	**Section 24** Personal Conduct/Social Expectations (or "Hey, Don't Say or Touch That!")
Friday	**Section 25** Safety Lesson 8: When You Are on the Receiving End of an Abuse of Power (in *Foundations*) ◊◊◊	**Section 26** Locker Maintenance and Academic Organization	**Section 27** Safety Lesson 9: Everyone Shares Responsibility to Stop Threats, Bullying, Harassment, and Other Abuses (in *Foundations*) ◊◊◊	**Section 28** Dress Code Redux (or "We've Seen It All Before") ***	**Section 29** Student Success Is the Goal: Academic Help Is Available	**Section 30** Safety Lesson 10: Help is Available If You Need It (in *Foundations*) ◊◊◊

Sample Lesson Template #2
(Developed by Guilford County Schools, Guilford County, NC)

Guilford County Schools Responsible Discipline Process
Lesson Plan Template

Objective:	Teacher Input:	Student Input:	Reflection:
Students will demonstrate an understanding of the goal of the lesson.	Introduce/explain/teach	Students will "practice" (work with) desired behavior related to the goal.	Teacher and students reflect on/ review/summarize.
Share Goal: **Highlight** Review the specific skills that are to be used in reaching the goal. A. B. C.	• T-charts (looks like/sounds like; appropriate/inappropriate) • Brainstorming/give examples • Discussion • Teacher demonstrations • Pictures/videos • Audio recordings • Selected readings (short stories, poems, current events, etc.) • Define/Discuss key words • Guest Sspeakers	• Discussion/give examples/brainstorming • Role plays/skits/ charades • Making a video/taking pictures • Developing an advertisement • Illustrations/cartoons/ posters • Collages/Cut out pictures to illustrate • Develop and teach a lesson • Write and perform songs/raps • Develop and play games • Puppet show • Writing activity • Classification activities (develop and present scenarios to fit each letter)	• Classification activities • Writing/Sharing activities, 3-2-1, start/stop, crumple and toss • Self-assessment activities —Do I do these now? • Share what students developed with another class • Display finished project • Verbal feedback/ praise/reinforcement from teacher • Discussion

Supervisory Skills Checklist · **Page 1**

Setting: _____

Protect

_____ I am always on time for my supervision responsibility.

_____ I never allow other adults to usurp my time either when I am on my way to my assignment or while I am supervising.

_____ I leave the area I am supervising to deal with an emergency only after I have told another adult. If I am the only adult on duty, I consider directing a responsible student to get help instead of leaving myself.

_____ I am purposeful about looking around at all students in the area, not just looking at one area or in one direction.

_____ When interacting with a student (e.g., correcting misbehavior), I am careful to position the student so that I can continue to effectively supervise—that is, so that the student's back is to the group and I am facing the group.

_____ As much as possible, I continuously move throughout the area I supervise. I move intentionally and monitor my movement so that students cannot detect a pattern.

_____ I move through all sections of my assigned area regardless of the surface in that area (e.g., mud, bark mulch, gravel, etc.).

Expect

_____ I know the rules, procedures, and basic civilities students are expected to use when entering the setting, while in the setting, and when leaving the setting.

_____ I am prepared to enforce all of the behavioral expectations for students in the setting.

_____ I intentionally seek out students who have difficulty in the setting within the first 5 minutes. I positively connect with each of these students by smiling, making a positive comment, and/or briefly talking about something that interests the student.

_____ I move close to students who are beginning to have difficulties and I stay longer in "problem" areas so that students are aware that I am monitoring.

_____ I step in at the onset of any potential problem.

_____ I do not avoid correcting low-level misbehavior, knowing that frequent low-level misbehavior negatively affects the overall climate of the setting and increases the probability of more severe misbehavior.

Supervisory Skills Checklist • Page 2

Connect

_____ I always intentionally meet students in a welcoming and positive manner as they enter the setting—that is, I am positive, I smile, and I call students by name.

_____ I make a point of being more positive than corrective when interacting with students overall, and particularly with students who have difficulty in the area.

_____ I give students specific, descriptive praise that is age appropriate, and they can tell that I am sincere.

_____ I strive for a 3:1 ratio of positive to negative interactions with every student I supervise.

Correct

_____ I make a point of correcting student misbehavior consistently (i.e., from student to student and from day to day).

_____ I try to always respond to student misbehavior in as unemotional a manner as possible.

_____ I always use a professional tone with students, and I always use a supportive stance (i.e., off to one side, not directly in front) when I talk to individual students.

_____ I correct misbehavior in a way that avoids publicly humiliating the student.

_____ I use an instructional approach when I correct misbehavior—i.e., stating the rule for the student, or having the student tell me the rule, or having the student demonstrate the correct behavior.

_____ I am aware of, and use, a variety of productive corrections for different instances of student misbehavior.

_____ I try to prevent student noncompliance by providing clear and effective directions.

_____ I respond thoughtfully when a student fails to follow a direction.

STRENGTHS (effective practices I want to applaud):

GOALS (supervision techniques I want to improve):

Supervisor Job Expectations for the Playground

- Always be on the playground before the students arrive.

- Know the area you are assigned to supervise and know all general rules and specific rules for games and equipment. Enforce all of the rules consistently.

- Intentionally meet students in a welcoming and positive manner as they enter the playground. Be positive, smile, and call students by name.

- Scan (look around) at all students in the area; don't just look at one area or in one direction. Look occasionally into other supervisors' areas to see if assistance is needed.

- Circulate through your assigned area and avoid talking with other adults on the playground. Students need your full attention. Move intentionally and somewhat unpredictably so that students cannot detect a pattern.

- Leave the area you are supervising only to deal with an emergency (such as taking a student into the building because of an injury). If you must leave, always tell another supervisor so she or he can supervise your area while you are away. Consider directing a responsible student to get help instead of leaving the area yourself.

- When interacting with a student (correcting misbehavior, for example), position the student so that you can continue to effectively supervise—that is, so that the student's back is to the group and you are facing the group.

- Within the first 5 minutes, intentionally seek out students who have had difficulty in the past. Positively connect with each of these students by smiling, making a positive comment, and/or briefly talking about something that interests the student.

- Move close to students who are beginning to have difficulties and stay longer in problem areas so students are aware that you are monitoring.

- Step in at the onset of any potential problem. If you let low-level misbehavior go uncorrected, the lack of oversight affects the overall climate of the playground and increases the probability of more severe misbehavior.

- Make a point of being more positive than corrective when interacting with students overall and particularly with students who have difficulty in the area. Praise and greet more often than you correct misbehavior.

- Give students specific, descriptive praise that is age appropriate. Thank students for following the rules.

- Correct student misbehavior consistently from student to student and from day to day.

- Respond to student misbehavior as unemotionally as possible. Never use an unprofessional tone with students and always use a supportive stance (that is, off to one side, not directly in front) when talking to individual students.

- Avoid publicly humiliating the student when you correct misbehavior.

- Use an instructional approach when you correct misbehavior—that is, state the rule for the student, then have the student tell you the rule or ask the student to demonstrate the correct behavior.

The Art of Supervising Secondary School Hallways

OBSERVE ACTIVELY

- Stand at your doorway for as much of the passing period as possible.

- If you have class following the passing period, stay close to your doorway so you can supervise both your classroom and the hallway outside your classroom.

- If you have preparation time following the passing period, circulate throughout your assigned area intentionally and somewhat unpredictably so that students cannot detect a pattern. Pay particular attention to blind corners and potential trouble spots.

- Listen and visually scan for unusual activity (for example, an increase or a decrease in noise level or a group of students looking around furtively). Move close to students who are beginning to have difficulties and stay longer in problem areas so students are aware that you are monitoring.

- If you ever feel unsafe in any area of the school or with any group of students, tell an administrator or a member of the Foundations Team immediately so more adults can be deployed to the area to monitor the students. If you feel unsafe, vulnerable students probably feel unsafe, too.

INTERACT POSITIVELY

- Greet students and staff members in a welcoming and positive manner. Smile and use their names in your greetings. Remember that your words and actions contribute greatly to setting the tone and climate of the school.

- Intentionally seek out any student you have corrected for misbehavior in the past. Positively connect with the student by smiling, making a positive comment, or initiating a brief conversation about something that interests the student. This connection demonstrates that you see the student as a person—you don't just see the misbehavior that you previously corrected.

- Provide specific, descriptive praise that is age appropriate. Thank students for following the rules.

- Your positive interactions (greetings, talking with students, and positive feedback) should be at least three times more frequent than corrective interactions (correcting misbehavior). Remember the 3:1 positive ratio.

CORRECT BRIEFLY, CONSISTENTLY, RESPECTFULLY, AND CALMLY

- Know all the general rules and enforce all the rules and policies consistently.

- Step in whenever you see a potential problem. If low-level misbehavior is not corrected, the lack of oversight affects the overall climate of the school and increases the probability of more severe misbehavior.

- Correct student misbehavior consistently, both from student to student and from day to day. Remember that you are often more likely to be inconsistent on your good days—you might let students get away with behavior that you do not let them get away with on your bad days. Inconsistent correction encourages students to test the limits.

- Use brief one-liner corrections whenever possible. For example, say, "Please honor [school name]'s policy about appropriate language." "Please honor [school name]'s policy about public displays of affection." "Remember, 'catch and release!'"

- If a one-liner correction is not sufficient and you need to speak with a student, position the student so that you can continue to effectively supervise while you are speaking to him or her—that is, the student's back faces most of the other students (so the student is not on display) and you can see most of the other students in the area.

- Respond to student misbehavior as unemotionally as possible.

- Avoid publicly humiliating students when you correct their behavior. Use humor sparingly, respectfully, and *only* with students you have a positive and respectful relationship with.

Schoolwide Behavior Support Checklist

| Item	Component or Process	In Place?	Actions
1	A leadership team, including active involvement of the building principal, represents the entire staff.		
2	The team meets on a regular basis and uses its time efficiently—starting and ending on time, keeping minutes, assigning tasks, etc.		
3	The team involves the staff in a continuous cycle of improvement that includes: a) collecting data, b) setting priorities, c) revising existing practices, d) adopting new policies or procedures, and e) ensuring implementation by staff.		
4	Review meaningful data to identify strengths of current behavior support practices and areas needing improvement.		
	4a. Annually, the team guides the staff in collecting and analyzing staff, student, and parent perceptions of existing policies and practices as well as overall school climate.		
	4b. Annually, the team (with help from staff and students) conducts observations of all common areas.		
	4c. The administrator provides quarterly summaries of disciplinary referrals so the team can analyze trends based on location, type of offense, time, date, and so on.		
5	This data is used to identify new priorities for improvements and assess the efficacy of current and past priorities.		

Schoolwide Behavior Support Checklist

Item	Component or Process	In Place?	Actions
6	For any given priority, revision proposals are developed for new policies and procedures. Any revision proposals are presented for feedback to the entire staff.		
	6a. Guidelines for Success (or equivalent) have been developed and are used as the basis for rules, procedures, and lessons.		
	6b. Common areas have been assessed with regard to safety, civility, and efficacy and improved as needed. In secondary schools, particular attention is paid to hallway/passing time issues.		
	6c. Procedures for coordination among administration, counseling, and teaching staff regarding severe misbehavior have been assessed and improved as needed.		
	6d. An analysis has been conducted to determine gaps in the school's efforts to create school connectedness and to meet all students' basic needs.		
7	Any revision proposal will be implemented only after being adopted by the staff.		
8	The team will monitor implementation of new policies and practices, refining implementation until a subsequent review of data indicates that specific priority has been largely resolved.		
9	A classroom management model has been adopted, training and coaching provided, and reasonable accountability created.		

Adapted from *Foundations: Evidence-Based Behavioral Strategies for Individual Students* (Sprick, Garrison, & Howard, 2002)

The Goal: No student falls through the cracks

Classroom-level Behavior Support
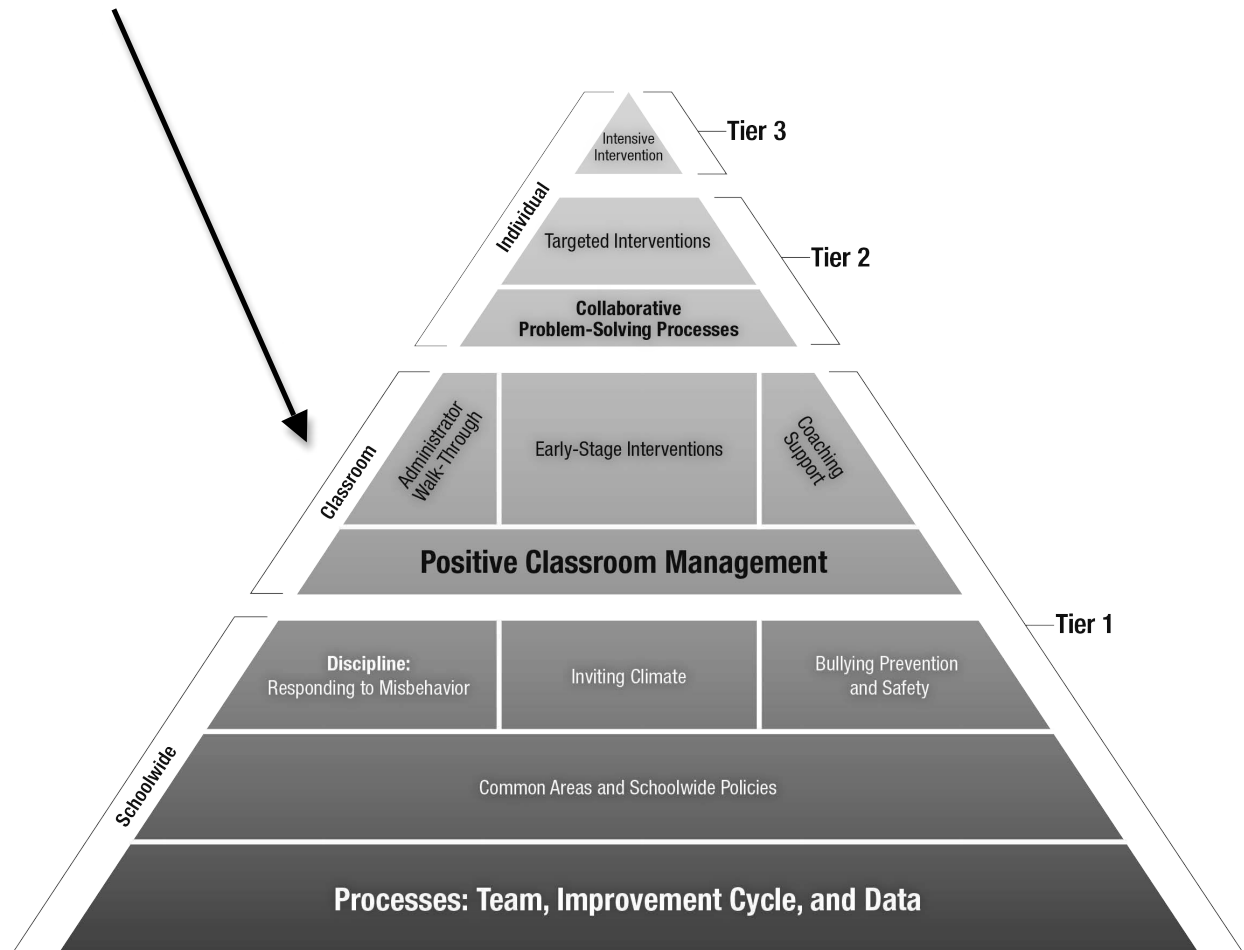
Safe & Civil Schools Approach
to PBIS Continuum

Systems-level change throughout classrooms depends on getting all teachers doing what the best teachers already do:

- High expectations
- Excellent instruction
- Proactive behavior support (patience and endurance)
- An attitude of continuous improvement

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

CHAMPS CLASSROOM ACTIVITY WORKSHEET

Activity _____

Conversation

Can students engage in conversations with each other during this activity?　　　Voice Level:

If yes, about what?　　　　　　　　　　　　With whom?

How many students can be involved in a single conversation?

How long can the conversation last?

Help

How do students get questions answered? How do students get your attention?

If students have to wait for help, what should they do while they wait?

Activity

What is the expected end product of this activity? (Note: This may vary from day to day.)

Movement

Can students get out of their seats during the activity?

If yes, acceptable reasons include:　　pencil sharpener　　　　restroom

　　　　　　　　　　　　　　　　　　drink　　　　　　　　hand in/pick up materials

　　　　　　　　　　　　　　　　　　other:

Do they need permission from you?

Participation

What behaviors show that students are participating fully and responsibly?

What behaviors show that a student is not participating?

Success!

Classroom Management STOIC Checklist

Variables	Questions to guide discussion	Y	N	Comments
Structure/ Organize the classroom for success.	1. Is the room arranged so you can get from any part of the room to any other part of the room relatively efficiently?	Y	N	
	2. Can you and your students access materials and the pencil sharpener without disturbing others?	Y	N	
	3. Does the schedule create consistency, variety, and opportunities for movement?	Y	N	
	4. Do you have effective beginning and ending routines?	Y	N	
	5. Have you defined clear expectations for instructional activities?	Y	N	
	6. Have you defined clear expectations for transitions between activities?	Y	N	
Teach students how to behave responsibly in the classroom.	1. Have you created lessons on expectations and explicitly taught them for classroom activities and transitions?	Y	N	
	2. Have you created lessons and explicitly taught expectations for classroom routines and policies?	Y	N	
	3. Have you provided teaching and reteaching as needed? (Think about a basketball coach reteaching particular plays or patterns).	Y	N	
Observe student behavior (supervise!).	1. Do you circulate and scan as a means of observing/ monitoring student behavior?	Y	N	
	2. Do you model friendly, respectful behavior while monitoring the classroom?	Y	N	
	3. Do you periodically collect data to make judgments about what is going well and what needs to be improved in your management plan?	Y	N	
Interact positively with students.	1. Do you interact with every student in a welcoming manner (e.g., saying hello, using the student's name, talking the student at every opportunity)?	Y	N	
	2. Do you provide age-appropriate, non-embarrassing feedback?	Y	N	
	3. Do you strive to interact more frequently with every student when he is engaged in positive behavior rather than when he is engaged in negative behavior?	Y	N	
Correct irresponsible behavior fluently— that is, in a manner that does not interrupt the flow of instruction.	1. Do you correct consistently?	Y	N	
	2. Do you correct calmly?	Y	N	
	3. Do you correct immediately?	Y	N	
	4. Do you correct briefly?	Y	N	
	5. Do you correct respectfully?	Y	N	
	6. Do you have a menu of in-class consequences that can be applied to a variety of infractions?	Y	N	
	7. Do you have a plan for how to respond to different types of misbehavior fluently?	Y	N	

The Goal: No student falls through the cracks

Individual Behavior Support
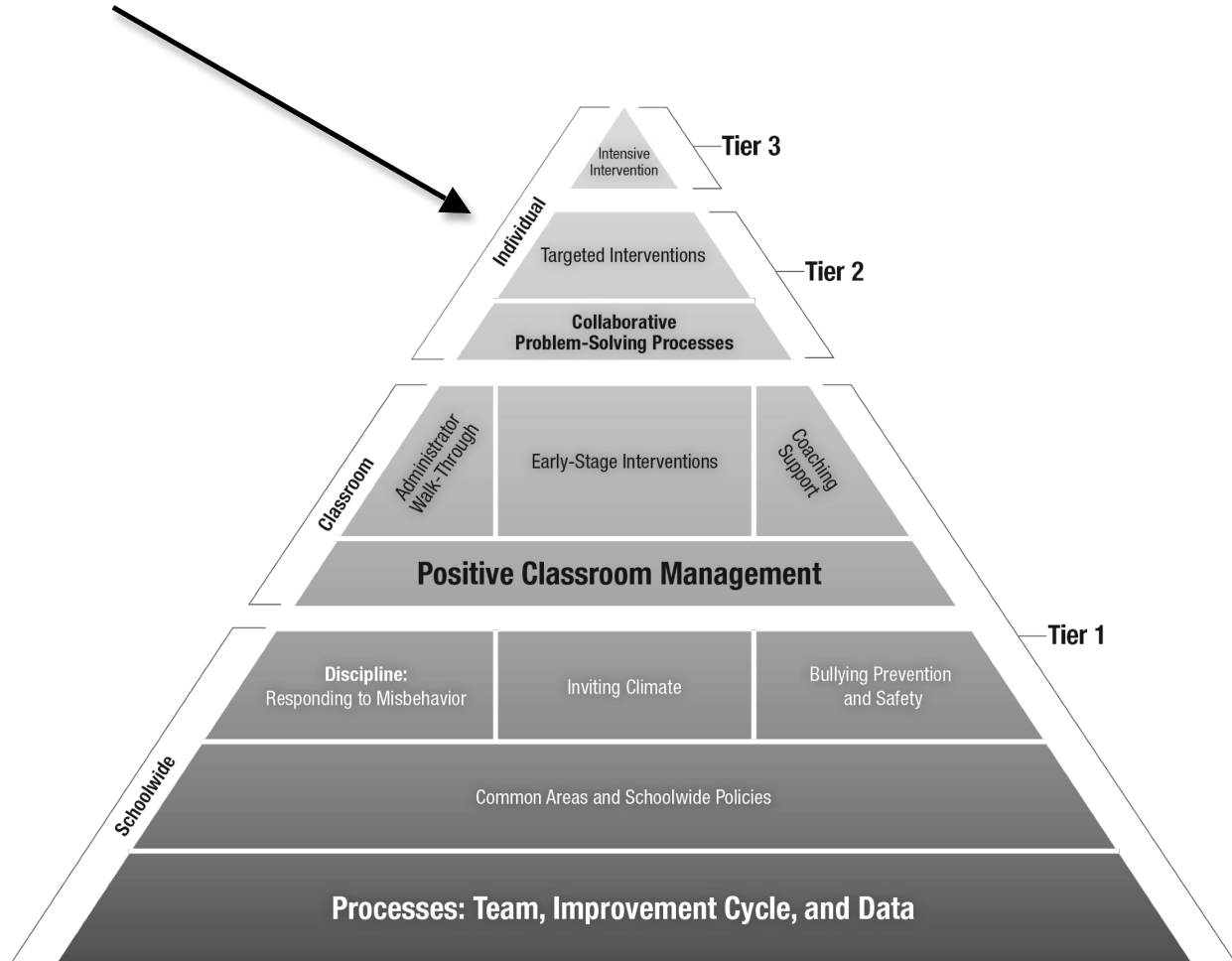
Safe & Civil Schools Approach to PBIS Continuum

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 Individual 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
- Recess 101
- Lunchtime detention skill group

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 (Tiers 2 and 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.

Absenteeism: Definitions and Extent of the Problem

What We Know "A growing consensus of researchers points to chronic absence as one of the strongest but most overlooked indicators that a student will:

- Become disengaged
- Fall behind academically
- Fail courses
- And eventually drop out of school." ~Sparks, 2010

Definitions

- Truancy: missing school without permission
- Chronic absenteeism: missing 10% or more   of school for any reason:
    - o Excused   o Unexcused o Suspension

Startling Statistics

Conservative estimates:

• Every year, about 10% of students miss a month or more of school.

• In some schools, up to 50% of students are   chronically absent.

~Chang & Romero, 2008

Average Daily Attendance

Average Daily Attendance is the total number of days of student attendance divided by total number of days in regular school year.

• Can mask problems with chronic absenteeism

• Even with 95% ADA a high number of students   could be chronically absent.

Rates of chronic absence and average daily attendance
Elementary schools in select school district, 2008-2009
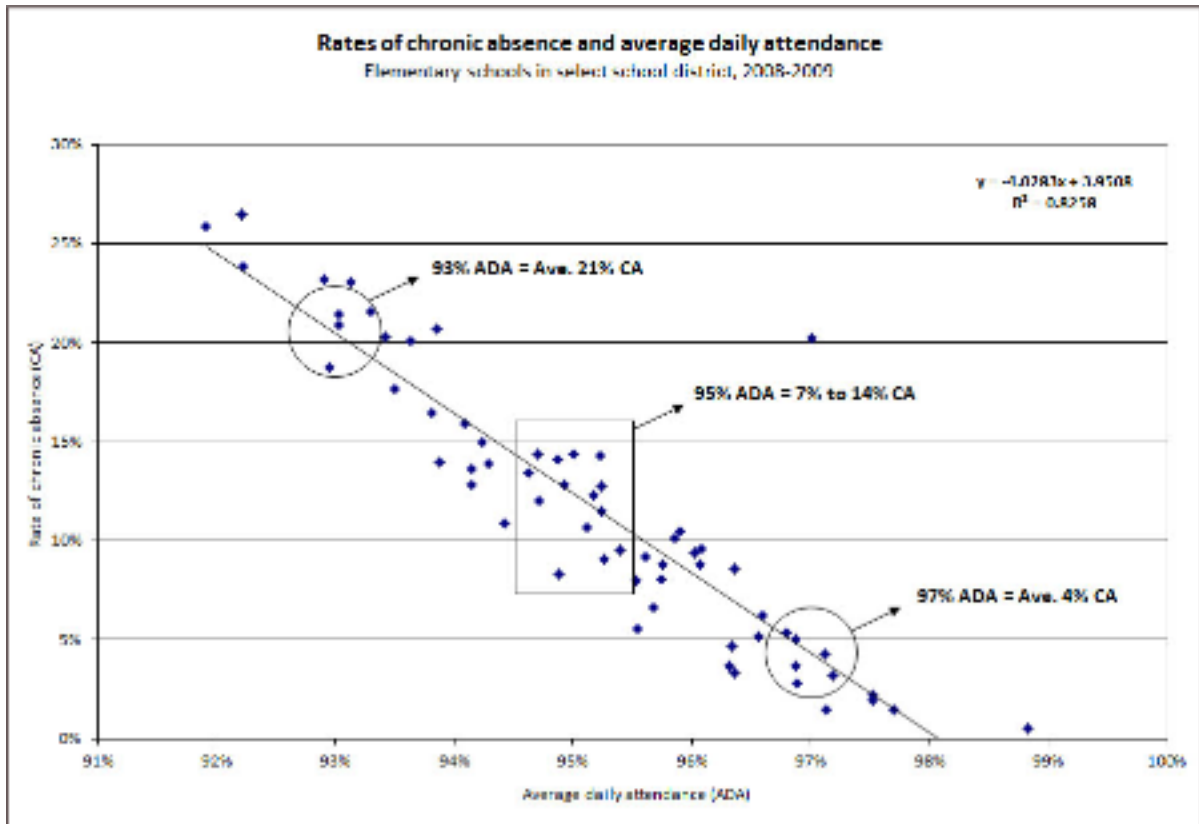
Detrimental Effects on Academic Achievement

A recent study in California found:

- Of students who attended school regularly in K–1, _____% were proficient readers at the end of 3rd grade.

- Of students who were chronically absent in K–1, _____% were proficient readers at the end of 3rd grade. ~Bruner, Discher, & Chang, 2011 K–1 attendance is a major predictor of reading at grade level by 3rd grade. 3rd grade reading level is a major predictor of long-term success or failure in school. **Detrimental Effects on Graduation Rates**

• By 6th grade, chronic absenteeism is one of three signs that a student may drop out of high school

- Chronic absenteeism , Poor behavior, Failing grades in math and/or English ~Attendance Works

• By 9th grade, regular and high attendance is a better predictor of graduation rates than 8th grade test scores.

See reference list and AttendanceWorks.org.

School: _____

Foundations: A Proactive and Positive Approach to Schoolwide Behavior Support

What is it?
Improve schoolwide climate, connectedness, safety, and discipline. Reduce the behaviors that lead to office referrals and suspensions while improving staff morale and collegiality. Create a sustainable culture that is proactive, positive, and instructional

How is the training structured?
Leadership teams from up to 15 different buildings attends approximately 18 days of training over 2.5 years. Optionally, site visits and in-building professional development are available.

What are the commitments?
Each team of 5 to 9 staff must include a building-based administrator, two or three general education teachers, and a special education teacher who attend every training. Purchase a *Foundations* multimedia kit and support material for each building. District personnel provide progress monitoring and assistance as needed.

Level of Interest on a scale of 0–5 (0 = no interest): _____

CHAMPS & Discipline in the Secondary Classroom

What is it?
Provides classroom teachers with a framework to evaluate and improve a classroom management plan that fits their personal style and is aligned with the teacher effectiveness research. Also provides training for administrators so that teachers and administrators are on the same page.

How is the training structured?
Training for teachers involves approximately 12 hours of introductory training along with ongoing book study. This can be delivered at each individual building or as district-sponsored trainings.

What are the commitments?
Provide the contact hours of training and book study for teachers, train administrators in how to conduct walk-through visits while providing data-based feedback on student behavior, and train building and district-level instructional coaches in how to provide nonevaluative coaching and support to teachers. Purchase a *CHAMPS* or *DSC* book for each teacher and a *Coaching Classroom Management* book for each administrator and instructional coach.

Level of Interest on a scale of 0–5 (0 = no interest): _____

Tier 2 & Tier 3 Behavior Support

What is it?
Train building-based student support teams (problem-solving teams) that include counselors, psychologists, social workers, behavior specialists, special education teachers, and so on to design and implement an array of Tier 2 and Tier 3 behavior support structures.

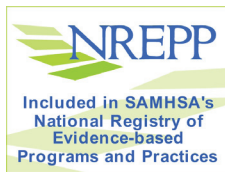How is the training structured?
Teams of 4 to 9 staff members from up to 15 buildings attend 10 days of training spread over a two-year period.

What are the commitments?
Purchase a suite of Tier 2 and Tier 3 evidence-based resources.

Level of Interest on a scale of 0–5 (0 = no interest): _____

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: **http://legacy.nreppadmin.net/ViewIntervention.aspx?id=242**

CHAMPS: A Proactive and Positive Approach to Classroom Management (2nd ed.), by Randy Sprick (2009)

Discipline in the Secondary Classroom: A Positive Approach to Behavior Management (3rd ed.), by Randy Sprick (2013)

Teacher's Encyclopedia of Behavior Management: 100+ Problems/500+ Plans (2nd ed.), by Randy Sprick (2012)

Foundations: A Proactive and Positive Behavior Support System (3rd ed., Modules A–F), DVD program by Randy Sprick, Mike Booher, Susan J. Isaacs, Jessica Sprick, and Paula Rich (2014)

Interventions: Evidence-Based Behavior Strategies for Individual Students (2nd ed.). by Randy Sprick and Mickey Garrison (2008)

Coaching Classroom Management: Strategies and Tools for Administrators and Coaches (2nd ed.), by Randy Sprick, Jim Knight, Wendy Reinke, Tricia Skyes, and Lynn Barnes (2010)

Leadership in Behavior Support: Administrator's Guide (2nd ed.), by Randy Sprick, B. J. Wise, Kim Marcum, Mike Haykin, Bob McLaughlin, and Suzanne Hays (2016)

Meaningful Work: Changing Student Behavior With School Jobs, by B. J. Wise, Kim Marcum, Mike Haykin, Randy Sprick, and Marilyn Sprick (2011)

START on Time! Safe Transitions and Reduced Tardiness in Secondary Schools, CD program, by Randy Sprick (2003)

Functional Behavior Assessment of Absenteeism and Truancy, by William R. Jenson, Jessica Sprick, Randy Sprick, et al. (2013)

Absenteeism and Truancy: Interventions And Universal Procedures, by William R. Jenson, Randy Sprick, Holly Majszak, and Linda Phosaly (2013)

Functional Behavior Assessment Of Bullying, by William R. Jenson, Jessica Sprick, Cristy Coughlin, Elaine Clark, and Julie Bowen (2017)

Bullying Solutions: Universal and Individual Strategies, by Jessica Sprick, William R. Jenson, Randy Sprick, and Cristy Coughlin (2017)

Behavioral Response to Intervention (B-RTI): Creating a Continuum of Problem-Solving and Support, by Randy Sprick, Mike Booher, and Mickey Garrison (2009)

For more information and to purchase, visit Pacific Northwest Publishing at **pacificnwpublish.com** or call **1-866-542-1490**

The Council of Administrators of Special Education (CASE) has endorsed three Safe & Civil Schools resources: Foundations, CHAMPS, and Interventions

For more information, visit: casecec.org

Report on Graduation Rates in the U.S.

According to the U. S. Department of Education, the high school graduation rate in the United States for the school year 2011-12 was roughly 81%. Graduation rates by race/ethnicity for that year were:

Hispanic	76%	White	85%
African American	68%	Asian	93%
Native American	68%		

From *The Condition of Education*, a publication of the National Center for Education Statistics, retrieved from http://nces.ed.gov/programs/coe/indicator_coi.asp. To access historical information on graduation rates, visit: 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 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 practices, 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, R. (2005). *School connectedness: Improving students' lives.* Baltimore, MD: Johns Hopkins Bloomberg School of Public Health. Available at: http://www.jhsph.edu/mci/resources/Best_Practices

Randy Sprick's Safe & Civil Schools

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

Follow us on Twitter @SafeCivilSchool

Solutions and Implementation Strategies for
Effective Tiered Behavior Interventions

Name _____ Position _____

District _____ School _____

Address _____

City _____ State _____ Zip _____

Email _____ Phone _____

Comments _____

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Please rate your interest	Low									High
Schoolwide Discipline Strategies	1	2	3	4	5	6	7	8	9	10
Classroom Management Strategies	1	2	3	4	5	6	7	8	9	10
Tier 2 Behavior Interventions	1	2	3	4	5	6	7	8	9	10
Tier 3 Behavior Interventions	1	2	3	4	5	6	7	8	9	10
Absenteeism	1	2	3	4	5	6	7	8	9	10
Playground Behavior Strategies	1	2	3	4	5	6	7	8	9	10
Cafeteria Behavior Strategies	1	2	3	4	5	6	7	8	9	10
PD for Behavior Management	1	2	3	4	5	6	7	8	9	10
PD for Leadership in Behavior Strategies	1	2	3	4	5	6	7	8	9	10

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