

# **Solving the Disproportionality Dilemma**

## **Implementing an Effective School Discipline, Classroom Management, and Student Self-Management System**

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## **Presentation Preview**

- The Importance of Student Self-Management
- The Current Status Relative to Disproportionate School Discipline
- Evidence-based School Discipline, Classroom Management, & Student Self-Management Components
- Developing and Implementing a Consistent Student Behavior Accountability System

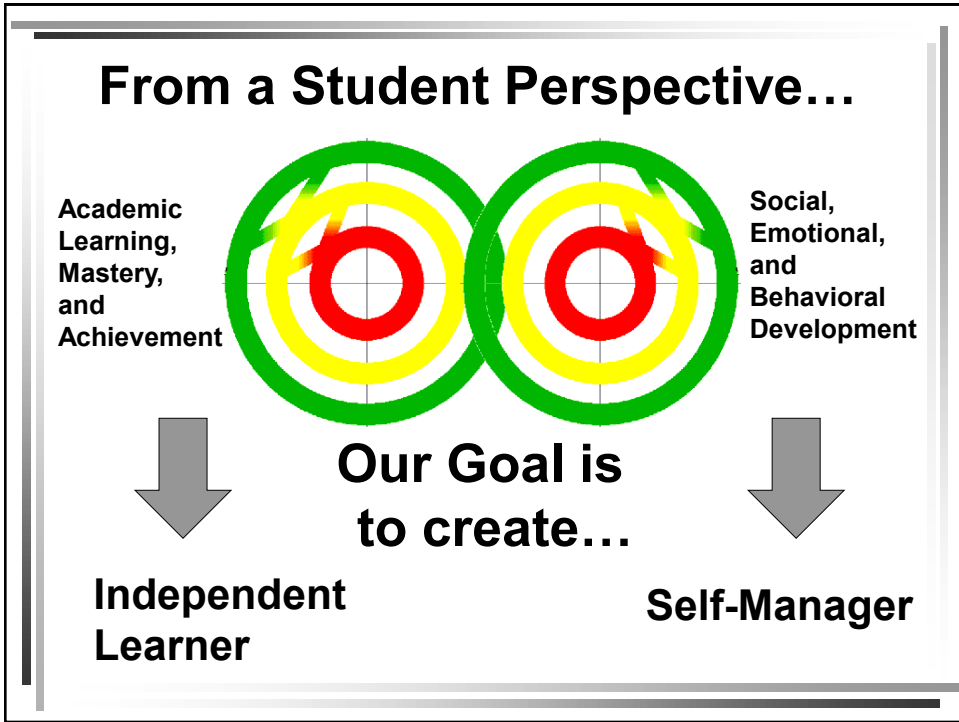
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## **The Ultimate Educational Goal**

**IS TO:**

**Maximize ALL Students'  
Academic Achievement and  
Social, Emotional, and Behavioral  
Development**

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## Self-Management Definition

- Be socially, emotionally, attributionally, and behaviorally aware of themselves and others
- Demonstrate successful interpersonal, social problem-solving, conflict prevention and resolution, social-emotional control, coping, and behavioral skills
- Effectively control their own emotions, thoughts, and behavior



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## Self-Management Realities

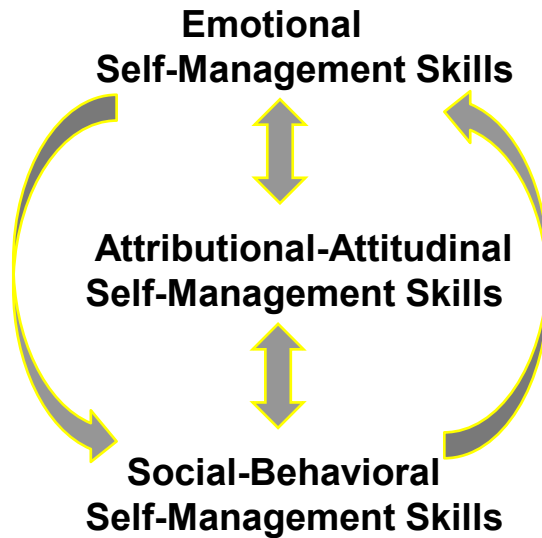
### What We Know:

- Awareness does not translate into behavior without instruction
- Talk does not Change Behavior
- Students must be taught interpersonal, social problem-solving, conflict prevention and resolution skills, and emotional control and coping skills from pre-school through high school
- The instruction must embrace social learning theory



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## Operationalizing Self-Management



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## What Key Self-Management Competencies do Students Need?

- Social Competencies
  - Listening, Engagement, and Response Skills
  - Communication and Collaboration Skills
  - Social Problem-Solving and Group Process Skills
  - Conflict Prevention and Resolution Skills
- Emotional Competencies
  - Emotional Awareness, Control, and Coping Skills—  
Self and Others
  - Self-Concept/Self-Esteem Skills
- Behavioral Competencies
  - Social, Interactional Skills
  - Classroom and Building Routine Skills
  - Instructional and Academic Supporting Skills

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## Ultimately, Constructs Need to Drill Down to Key Behavioral Competencies or Skills

Listening	Waiting for an Adult's Attention-
Following Directions	How to Interrupt
Asking for Help	Dealing with Losing
Ignoring Distractions	Apologizing
Dealing to Teasing	Dealing with Consequences
Contributing to Discussions/Answering Classroom Questions	
Deciding What to Do	Avoiding Trouble
Asking for Permission	Dealing with Anger
Joining an Activity	Dealing with Being Rejected or
Giving/Accepting a Compliment	Left Out
Understanding Your/Others' Feelings	Dealing with Accusations
	Dealing with Peer Pressure

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## WHY... Is Self-Management Important in Schools?

- Facilitates academic engagement and achievement
- Essential to cooperative and project-based learning
- Inherent part of classroom management
- Supports positive, safe school and classroom climate
- The ultimate goal/replacement behavior for challenging student interventions



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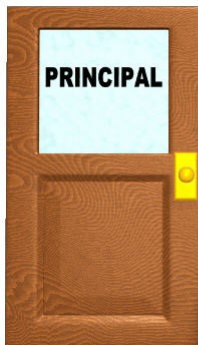
## Poll: Who is Responsible for Student Management in Your School?

- 100% Administrators
- 75% Administrators/  
25% Instructional Staff
- 50% Administrators/  
50% Instructional Staff
- 25% Administrators/  
75% Instructional Staff
- 100% Instructional Staff



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## Disproportionality: Students of Color and Students with Disabilities



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## **Disproportionality: Past and Current Status**

Disproportionate Office Discipline Referrals and Suspensions/Expulsions have most occurred with:

- Students of Color
- Students with Disabilities
- Students from Poverty

These disproportionalities persist despite overall decreases in ODRs and suspensions/expulsions for all students during the past 5 to 8 years.

These disciplinary actions have resulted in thousands of hours and days of instruction missed for these students.

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## **Disproportionality: Past and Current Status**

This disproportionality co-exists with majority minority schools that (often) have:

- Fewer financial and material resources
- Less experienced/more transitory teachers
- Lower levels of academic success

The Shanker Institute (April, 2019):

There is a state education funding gap of \$23 billion per year favoring white over non-white districts nationwide. This is experienced by approximately 12.8 million of our nation's students.

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## Flaws in Past Approaches to Reduce Disproportionate Suspensions/Expulsions

### Trying to Decrease Disproportionality by/through:

- Flaw #1. State/District mandates disallowing the suspension of specific ages or groups of students
- Flaw #2. Federal/State promotions of special education or social-emotional learning frameworks that have never been field-tested or validated--especially for students with significant social, emotional, behavioral, or mental health challenges
- Flaw #3. Ignoring implicit bias, teachers' misunderstanding of student (cultural, racial, and disability-related) "misbehavior," and teachers' lack of general training in classroom management

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## Flaws in Past Approaches to Reduce Disproportionate Suspensions/Expulsions

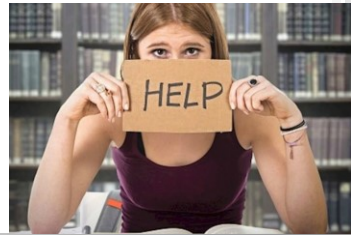
### Trying to Decrease Disproportionality by/through:

- Flaw #4. Using motivational strategies to change student behavior when students have not been taught, learned, or mastered needed social, emotional, and behavioral skills
- Flaw #5. Even if they are teaching skills, focusing on constructs of behavior, rather than specific social, emotional, and behavioral skills
- Flaw #6. Not having the skills and/or resources to complete early and valid root cause analyses of students' challenging behavior, and to deliver strategic or intensive multi-tiered services, supports, and interventions

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## Three Critical Distinctions

- **Discipline Problems vs. Social, Emotional, or Behavioral Problems**
- **Skill Deficit Students vs. Performance Deficit Students**
- **Districts' Legal MTSS, SEL, and PBIS "Mandates"**



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### Discipline Problems vs. Social, Emotional, or Behavioral Problems

When students choose to demonstrate inappropriate behaviors, these are typically discipline problems.

When students demonstrate disability- or mental health-related inappropriate behaviors, these are typically social, emotional, or behavioral problems.

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## **Discipline Problems vs. Social, Emotional, or Behavioral Problems**

Discipline problems are addressed and changed through the student accountability actions embedded in a school's Code of Conduct

Disability- or mental health-related social, emotional, or behavioral problems require functional assessments linked to strategic or intensive interventions

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## **Skill Deficit Students vs. Performance Deficit Students**

Skill Deficit Students: Have not been taught, or learned and mastered needed social, emotional, and behavioral skills

Performance Deficit Students: Have the ability to demonstrate specific social, emotional, or behavioral skills, but are not motivated or choose not to do this

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## You Can't Motivate a Student out of a Skill Deficit . . .

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## MTSS, SEL, and PBIS

- The ESEA/ESSA defines a "multi-tier system of supports" as:

*"a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision-making."*

- SEL is an untested framework at best
- PBIS and MTSS are not required by federal law

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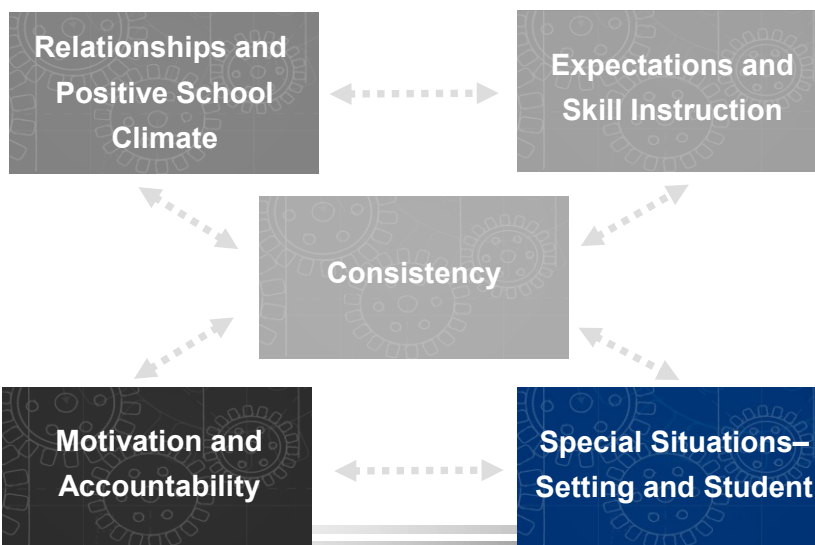
## The Fundamental Solution ?

An effective, well-staffed, well-resourced scientifically-based, multi-tiered system of services, supports, strategies, and interventions that focus on social, emotional, and behavioral skills, interactions, and self-management



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## The “Scientific Core” of Students’ Social, Emotional, and Behavioral Self-Management



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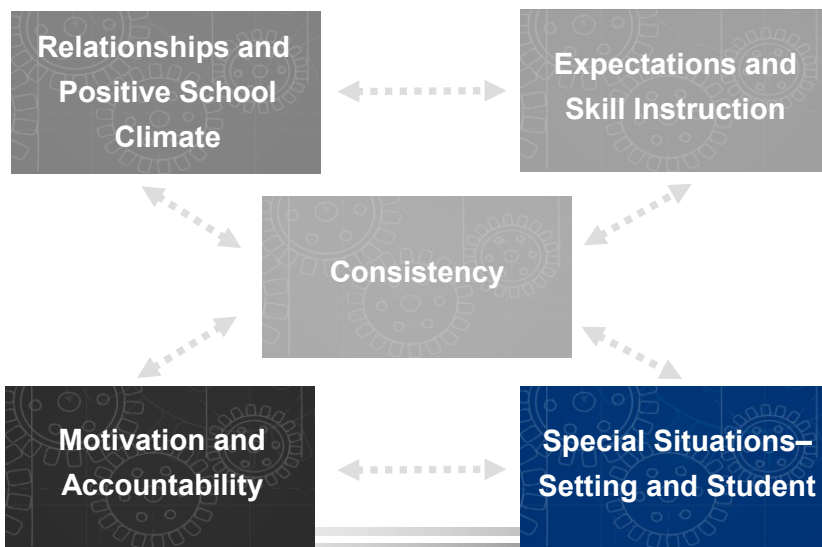
## Practices, NOT Programs

This Science transcends “Packaged Programs”  
in the following areas:

- \* Cultural Competence
- \* Character Education
- \* Poverty Awareness
- \* Social-Emotional Learning
- \* Trauma Sensitivity
- \* Mindfulness
- \* Restorative Justice
- \* Reductions in Disproportionality
- \* Teasing and Bullying Programs

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## Establish, Build, and Maintain Positive Staff, Peer and Student Interactions



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## Establish, Build, and Maintain Positive Staff, Peer and Student Interactions



Staff to Staff



Staff to Students



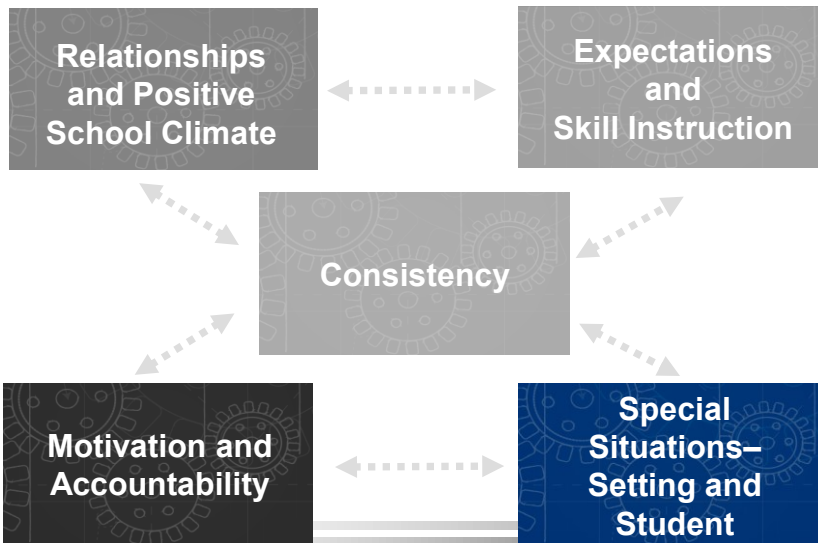
Students to Students



Staff to Students & Parents

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## Identify Behavioral Expectations and Teach Them



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## **The Goal of an Evidence-Based Social Skills Program**

TO:

- ❖ Teach Children Interpersonal, Social Problem-Solving, Conflict Prevention and Resolution, and Emotional Control and Coping Skills
- ❖ That facilitate their Social-Emotional/ Behavioral Development, and
- ❖ Help them develop Self-Management Skills

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## The Stop & Think Social Skills Program

Listening	Waiting for an Adult's Attention-
Following Directions	How to Interrupt
Asking for Help	Dealing with Losing
Ignoring Distractions	Apologizing
Dealing to Teasing	Dealing with Consequences
Contributing to Discussions/Answering Classroom Questions	

Deciding What to Do	Avoiding Trouble
Asking for Permission	Dealing with Anger
Joining an Activity	Dealing with Being Rejected or
Giving/Accepting a Compliment	Left Out
Understanding Your/Others' Feelings	Dealing with Accusations
	Dealing with Peer Pressure

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## Behavioral Expectations for the Common Areas of the School

- Hallway
- Bathroom
- Buses
- Playground
- Cafeteria
- Courtyards
- Auditorium
- Study Halls
- Library/Media Center
- Computer/Tech Rooms
- Entering/Leaving Building



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Social skills training must take place in a classroom setting with **the teacher as primary role model**.

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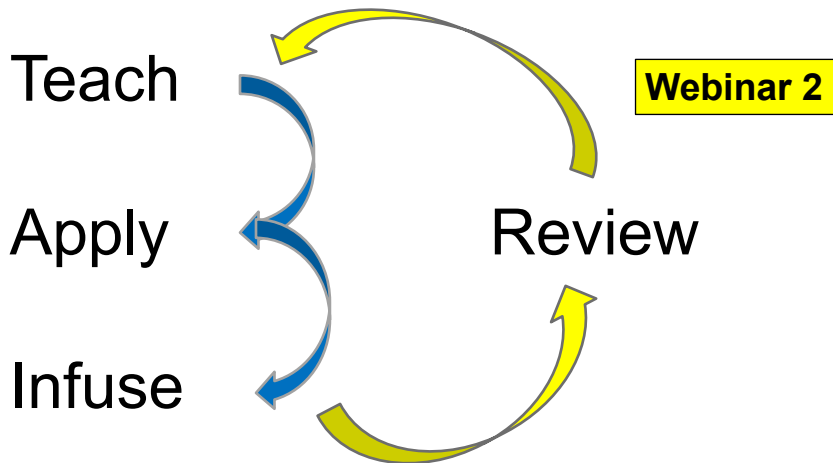
## WHO SUPPORTS Social, Emotional, and Behavioral Skills Instruction?

\*\* The Training should be Supported by Related Service and other Specialists and Administrators

<b>Co-Teaching</b>	Tier 1		
<b>Pull-in Practice</b>	Tier 1	Tier 2	
<b>Pull-out Practice</b>		Tier 2	Tier 3

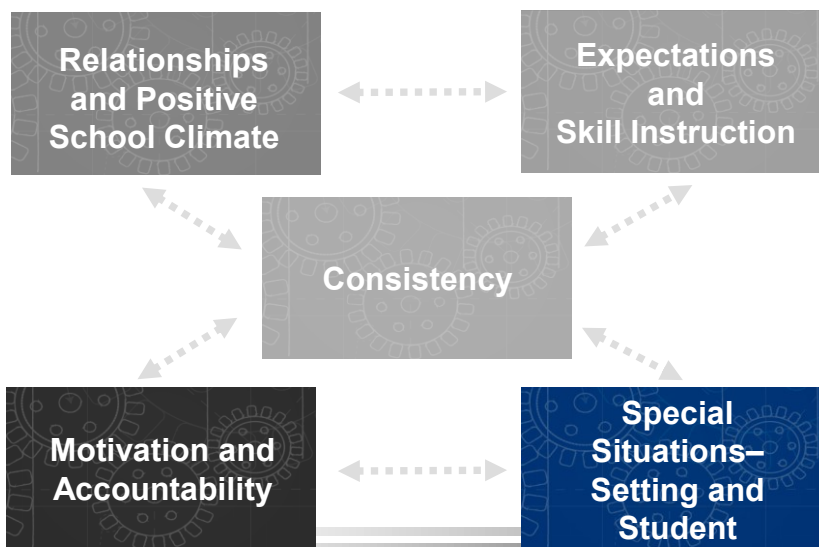
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## Social Skills are Taught Using a Two-Week Rotation



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## Motivate and Hold Students Accountable for Expected Behavior



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## **The Behavioral Matrix: Reworking the Discipline Code & Behavioral Accountability**

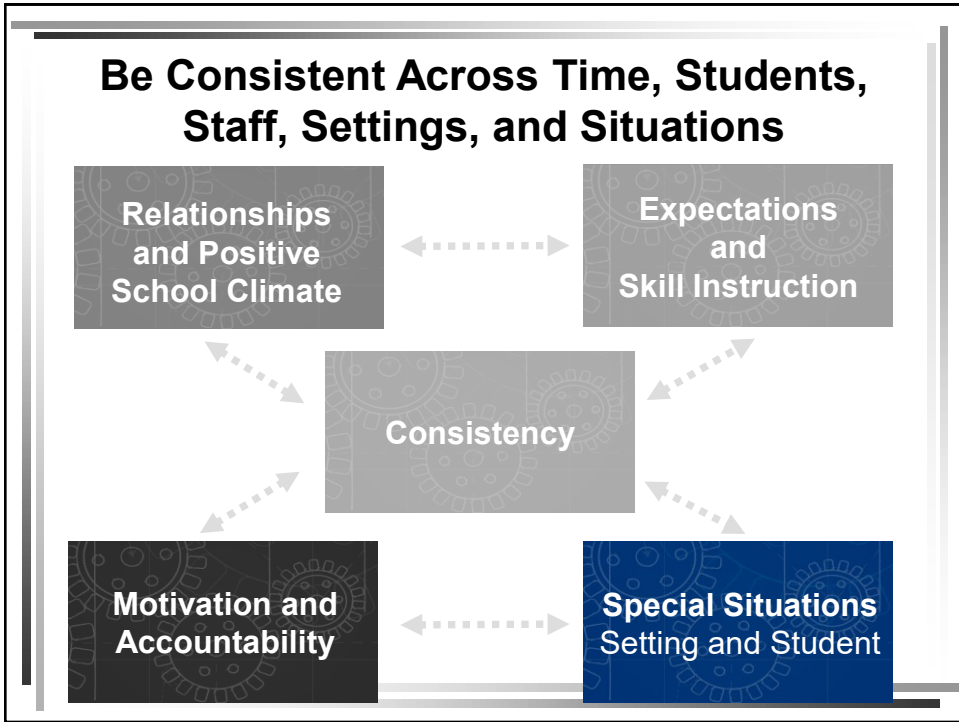
- Students need to be held accountable (and, ultimately, hold themselves accountable) for their appropriate and inappropriate behavior
- Just as there are grade-level academic standards, there need to be grade-level behavioral standards
- Appropriate behavior (by students)—and responses (by staff) to appropriate and inappropriate behavior—need to be taught, mastered, and applied at an automatic level over time

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## **The Behavioral Matrix: Reworking the Discipline Code & Behavioral Accountability**

- The Behavioral Matrix represents a grade level team's system of behavioral standards and student accountability
- The Behavioral Matrix is a blueprint that provides structure, predictability, and (grade- and building-level) consistency to classroom management
- Over time and use, the Behavioral Matrix helps students and staff to internalize the behavioral standards, expectations, and responses needed for successful classroom and school interactions

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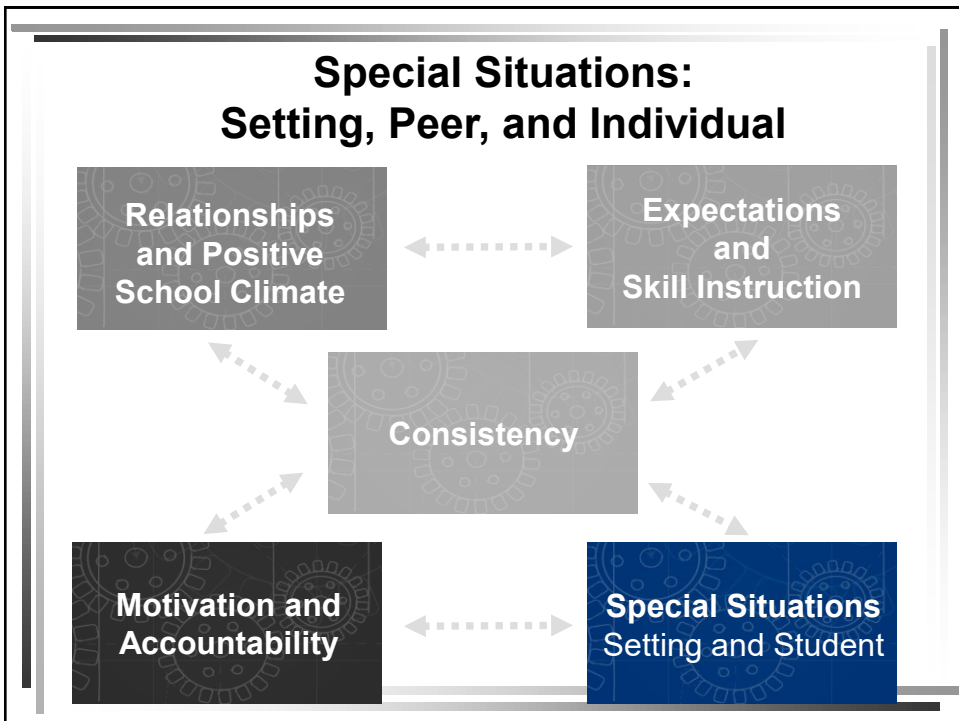
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Special Situation 1:  
Common Areas



Special Situation 2:  
Peer Teasing,  
Taunting, Bullying,  
Harassment,  
Hazing, and  
Fighting/Physical  
Aggression



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Teasing, taunting, bullying and harassment usually occur in common areas of the school.

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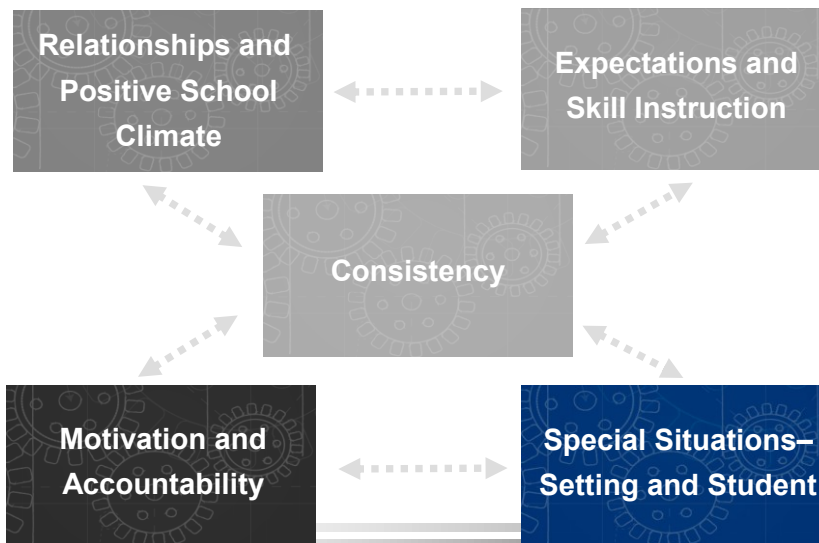
## The Third Special Situation

- Biological/Medical
- Poverty
- Homelessness
- Mental health issues
- Disabilities
- Significant trauma
- Dysfunctional homes



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## The “Scientific Core” of Students’ Social, Emotional, and Behavioral Self-Management



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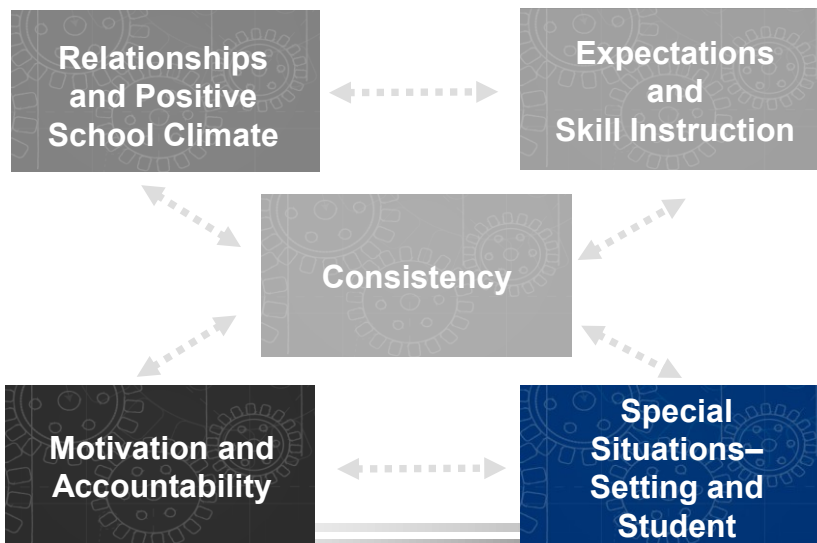
## Poll: Which Self-Management Components Is your School Explicitly Implementing (in a Planned Way)?

- Positive Climate/Relationships
- Behavioral Expectations/  
Skill Instruction
- Student/Staff Motivation and  
Accountability
- Consistency Across All Other  
Components
- Setting, Peer, Individual  
Special Situations



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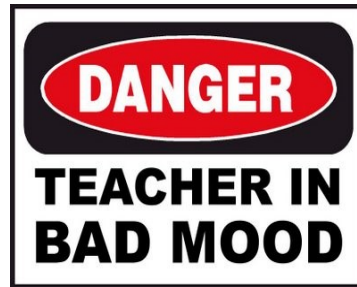
## Identify Behavioral Expectations and Teach Them



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## Concerns with Student Codes of Conduct

- Rarely discriminate “Discipline Problems” from “Social, Emotional, or Behavioral Problems”
- Do not emphasize the importance of determining the root causes of students’ ongoing and/or significant inappropriate behavior
- Thus, do not directly link to the MTSS Team for the functional assessments needed to analyze why students have social, emotional, behavioral, or mental health issues and what to do about them



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## Creating a Practical Code of Conduct: Behavioral Matrix

	<u>Expected Prosocial Behaviors</u>	<u>Responses</u>
+	Classroom and Common Areas of School	→ Positive Responses, Incentives, Rewards
	<b><u>Inappropriate, Challenging Behavior Continuum</u></b>	<b><u>Responses that Facilitate Behavioral Change</u></b>
	Intensity I: Annoying Behavior	→ Corrective Responses
-	Intensity II: Disruptive/Interfering	→ Classroom-based Consequences + Positive Behavioral Practice
	Intensity III: Persistent/Antisocial	→ Classroom Removal, Teacher/Administrator Consequences + Positive Behavioral Practice ***
	Intensity IV: Severe/Dangerous	→ Classroom Removal, Administrative/Code of Conduct Response + Restorative/Positive Practice ***
*** Evaluate the need for Functional Assessment/Strategic Intervention		

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# Developing Grade-Level Behavioral Matrices

## The Process of Development:

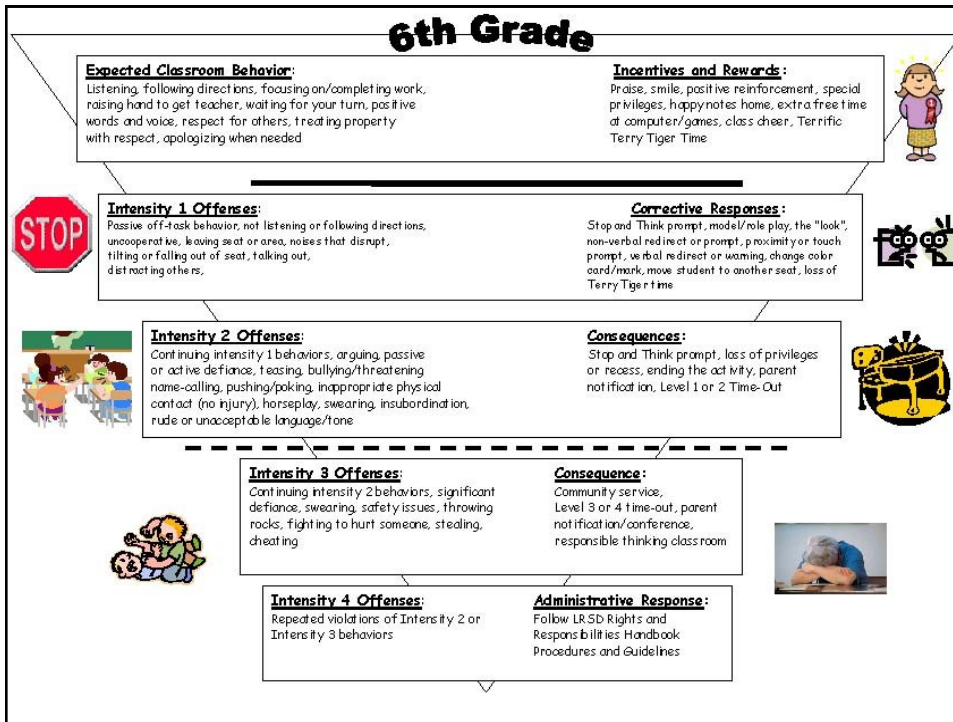
- Phase 1: Grade or Cluster Levels
- Phase 2: Building Level Discipline Team
- Phase 3: Grade Level Check-off  
(Student and Parent Involvement)
- Phase 4: Building Level Check-off
- Phase 5: Faculty Adoption
- Phase 6: School-wide Roll-out and Implementation

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## Kindergarten

	<b>Expected Classroom Behaviors:</b> Listen Keep hands/feet to self Follow directions Use inside voice Taking Turns	<b>Incentives &amp; Rewards:</b> Stamps Stickers Special lunch in the classroom Praise, praise, praise! Treasure box Positive Postcard Home Extra Center Time High Fives/Class Cheers
	<b>Intensity 1 Behaviors:</b> Passive off-task behaviors Talking out of turn Not following directions Tattling Distracting others Loud Voice "Bad Touch" behavior	<b>Corrective Responses:</b> Visual, non-verbal, physical prompt Proximity Redirection Warning "Stop and Think" prompt Folder mark Move student to another seat Note sent home
	<b>Intensity 2 Behaviors:</b> <b>Continuing Intensity 1 Behaviors</b> Not following directions Arguing with teacher/talking back Chronic socializing with peers Inappropriate language Pushing/poking Screaming/shouting out	<b>Consequences:</b> Move student to another seat Loss of privileges Loss of recess Time-out in class Phone contact with parent Parent/teacher conference Lonely lunch Stay inside at recess with teacher
	<b>Intensity 3 Behaviors:</b> <b>Continuing Intensity 2 Behaviors</b> Not following directions/significant defiance Throwing furniture/dangerous materials Hazardous behaviors/safety issues Physically threatening behavior Physical aggression Fighting with intent to cause bodily harm Bullying/verbally threatening behavior	<b>Consequences:</b> Office referral Phone contact with parent Parent/teacher conference In-school suspension Stealing Vandalism Spitting Biting

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## Developing the School-Wide Behavioral Matrix

Grade \_\_\_\_\_

<u>Inappropriate Behaviors</u>	<u>Corrective Responses</u>
--------------------------------	-----------------------------

**Intensity I- Annoying Behaviors**

Behavior problems in the classroom that teachers handle with a minimum of interaction through a Corrective Response (e.g., using physical proximity, a social skills prompt, reinforcing other students' appropriate behavior, giving a non-verbal cue to the student).

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## Sample Intensity I Worksheet

### Example: Grade 4/5 Intensity I Behaviors

#### Inappropriate Behaviors

Passive off-task behavior (e.g., head on desk, staring out the window)  
Not listening/not paying attention  
Leaving seat without permission  
Not being in a designated area  
Talking out of turn  
Making noises that disrupt the class  
Distracting others  
Calling/Shouting/blurting out answers  
Not following directions

#### Corrective Responses

Teacher visual, non-verbal, or physical prompt  
Teacher proximity  
Teacher redirect  
Teacher "Stop & Think" prompt  
Teacher warning  
Name on the blackboard  
Moving student's seat  
Student makes public apology  
Loss of recess/privilege

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## Developing the School-Wide Behavioral Matrix

Grade \_\_\_\_\_

#### Inappropriate Behaviors

#### Classroom-based Consequences plus Positive Behavioral Practice

#### **Intensity II- Classroom-based Disruptive/Interfering Behaviors**

Behavior problems in the classroom that teachers handle with a directed consequence (loss of student points or privileges, a classroom time-out, a note or call home, completion by the student of a behavior action plan) followed by restitution and/or the positive practice of the expected/desired behavior.

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## Sample Intensity II Worksheet

### Example: Grade 4/5 Intensity II Behaviors

Inappropriate Behaviors

Continued or more intense  
Intensity I behaviors

Not following directions/Passive or active  
Arguing with the teacher/Talking back  
Poor attitude/rudeness  
Talking to neighbors without permission  
Chronic socializing with peers  
Inappropriate language (e.g., racial,  
sexual)  
Inappropriate hand gestures  
Staring/non-verbal intimidation  
Leaving seat without permission  
Not being in a designated or specified area

Consequences

Loss of opportunity to earn points  
Loss of reinforcement tickets  
Loss of extra privileges  
Loss of free time (on a graduated scale)  
Write name in discipline log/book  
Student writes a remediation plan  
Student needs to model appropriate  
behavior  
Student repairs/replaces damaged item  
Letter to parent—written by student  
Time-out: In-class, then out-of-class  
Detention  
Phone contact with parent  
Conference with parent

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## Developing the School-Wide Behavioral Matrix

Grade \_\_\_\_\_

Inappropriate Behaviors

Classroom Removal with Teacher/  
Administrator Consequences &  
Positive Behavioral Practice

**Intensity III- Antisocial/Major Disruption Behaviors**

Behavior problems in the classroom that are so significant or persistent that they require some type of out-of-classroom removal (e.g., a referral to the office or in-school suspension room), along with a teacher/administrative consequence, and restitution/positive practice.

When needed, systematic problem solving also should proceed to determine why the inappropriate behavior is occurring—followed by an instructional or intervention strategy or approach.

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## Developing the School-Wide Behavioral Matrix

Grade \_\_\_\_\_

Inappropriate Behaviors

Administrative/Code of Conduct  
Response and Restorative/Positive  
Practice

### **Intensity IV- Severe/Dangerous Code of Conduct Behaviors**

Very severe or dangerous/harmful behavior problems that typically are addressed in a District's Code of Conduct and that usually require some type of student suspension from school.

Systematic problem solving also should proceed to determine why the inappropriate behavior is occurring—followed by an instructional or intervention strategy or approach.

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## Developing the School-Wide Behavioral Matrix

Grade \_\_\_\_\_

Expected Behaviors

Positive Responses,  
Incentives, and Reinforcers

### Sources:

“Common Sense” Expectations

Social, Emotional, Behavioral Competencies/Skills

Replacement Behaviors that are the “opposite” of  
Intensity I and II Inappropriate Behaviors

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## Ridpath Primary Behavior Matrix- Grades 1 and 2

### Positive School Behaviors-

Demonstrating good listening  
 Following directions quickly and the first time  
 Focusing on and completing work in a timely way  
 Waiting to be called on to speak  
 Using an appropriate tone, volume, and pitch of voice  
 Talking with others positively and supportively  
 Accepting consequences quickly and appropriately  
 Apologizing appropriately  
 Treating personal, school and other's property with respect  
 Asking adults for help to solve serious problems or stay safe  
 Being kind to others  
 Cooperating and Sharing with others  
 Treating others with dignity and respect  
 Taking responsibility for your own actions and statements  
 Telling the truth Dealing appropriately with peer pressure

### School-wide Incentives for Positive Behaviors-

Praise or compliments  
 Positive phone calls or notes home  
 Positive notes on papers  
 Special recognition in school or classroom newsletters  
 WOW awards  
 Positive visit to the Principal  
 Positive postcards home  
 Opportunities to help Hugs, "high fives," applause, pats on the Back

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## Ridpath Primary Behavior Matrix- Grades 1 and 2

### Inappropriate Behaviors- Intensity I

Passive off-task behavior  
 Not listening/Not paying attention  
 Talking out of turn/ Shouting out/  
 Making noises  
 Rocking, tilting, falling out of seat  
 Not following directions  
 Talking to neighbors without permission/Distracting others  
 Poor attitude/ rudeness/  
 inappropriate tone or volume of voice  
 Teasing or Tattling

### Corrective Responses- Intensity I (Organized along a Continuum)

Teacher visual, non-verbal, or physical prompt  
 Teacher proximity  
 Teacher redirect  
 Teacher warning  
 Teacher "Stop & Think" prompt  
 Move student to another seat in the class  
 Student needs to apologize to teacher/  
 class  
 Loss of recess time  
 Student needs to write an action plan  
 Teacher ends activity for the student-  
 student watches others complete tasks  
 Note sent home

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## Ridpath Primary Behavior Matrix- Grades 1 and 2

### Inappropriate Behaviors- Intensity II

#### Continued or more intense Intensity I Behaviors

Not following directions/ Passive or active defiance  
Continued talking/socializing with peers  
Staring at peer/ Bullying/Threatening other students  
Distracting Others/ Hands in other's area/ Pushing or Poking others  
Not telling the truth  
Taking other's property  
Continued talking out/Shouting out  
Cheating

### Consequences- Intensity II

Move the student to another seat in the classroom  
Loss of privileges  
Loss of recess time  
Student needs to model the appropriate behavior  
Teacher ends activity for the student- student watches others complete activity  
Letter home to parent  
Phone call home  
Student/Teacher Conference  
Time out-- Level I or II

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## Ridpath Primary Behavior Matrix- Grades 1 and 2

### Inappropriate Behavior- Intensity III

#### Continued or more intense Intensity II Behaviors

Not following directions  
Significant defiance/Arguing with teacher  
Inappropriate language  
Bullying/Verbally or Physically threatening  
Stealing  
Lying  
Harassment  
Throwing things/ Dangerous behavior  
Spitting  
Destroying school property

### Consequences- Intensity III

Send to office  
Loss of recess  
Student writes action plan with Principal or Counselor  
Community Service/Student pays for or replaces damaged items  
Student writes letter to parent  
Detention/ Time out in Office  
Phone contact with parent  
Parent/Student/Teacher/Principal/ Counselor Conference  
In-school suspension  
Out-of-school suspension

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## Extending the Behavioral Matrix...

... To Common Areas of the School



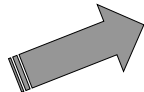
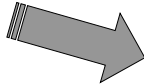
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## Developing the School-Wide Behavioral Matrix

### School-Wide

#### Expectations:

Hallway  
Bathroom  
Buses  
Playground  
Cafeteria  
Courtyards  
Auditorium  
Study Halls  
Library/Media Center  
Computer/Tech Rooms  
Entering/Leaving Building



#### Responses:

Positive Responses,  
Incentives, Rewards

Corrective Responses,  
Consequences

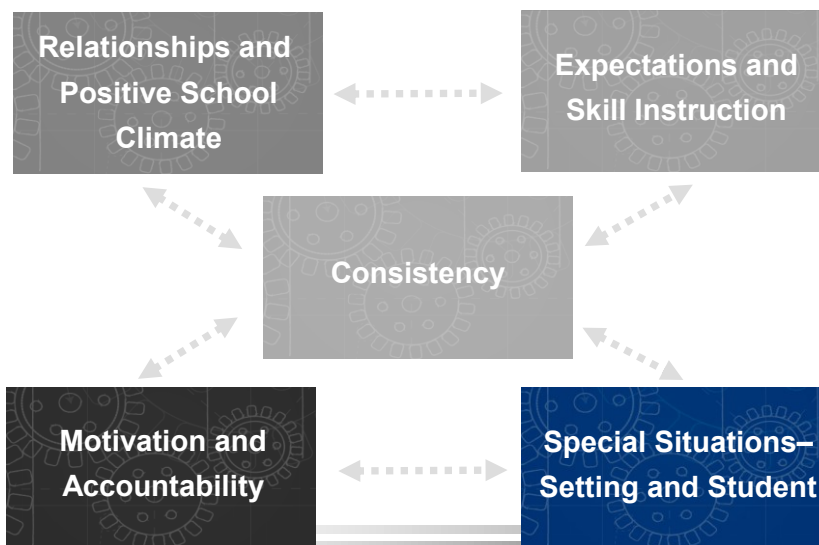
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## Advantages of a Behavioral Matrix

- ❖ Codifies Grade level and School Behavioral Standards and Expectations
- ❖ Identifies/Defines and Covers the Spectrum of Appropriate and Inappropriate Behavior
- ❖ Provides a Consistent, Evidence-based “Roadmap” of Responses that Reinforce or Change Student Behavior
- ❖ Created by Grade-level Faculty: Enhances Staff Buy-In and Consistency
- ❖ Taught to Students– Holds them Accountability
- ❖ Reinforces Student Accountability to Teachers; Decreases Inappropriate Office Discipline Referrals

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## Summary: The Five Components of an Effective School Discipline System



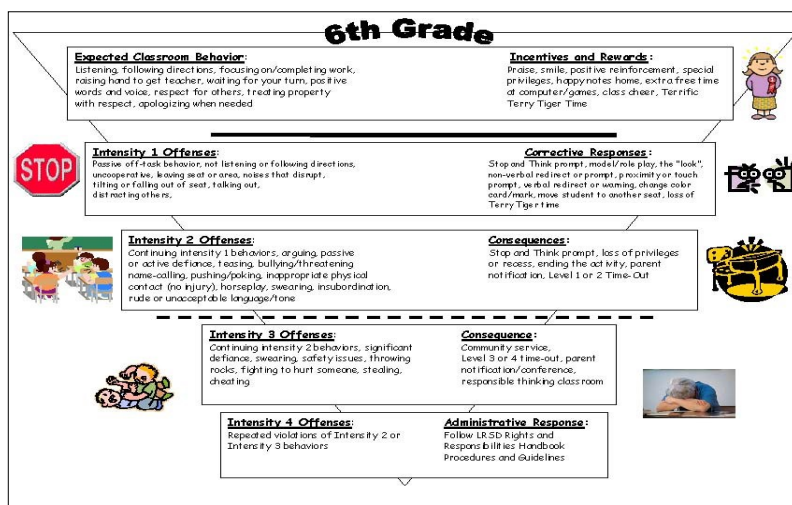
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# The Three Types of Office Discipline Referrals that Should Never Occur

- ❖ Annoying/Classroom Management Behavior
- ❖ Socially or Culturally Uninformed/Implicit Bias Behavior
- ❖ Explicit Bias/Prejudiced Behavior

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# The ONE Classroom Management Tool to Begin Your Journey



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## Upcoming Insights to Behavior Webinars in this Series

- ❖ Teaching Social, Emotional, and Behavioral Skills to Challenging Students

June 17th, 2020 at 1:30 PM CDT

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- ❖ The Seven High-Hit Reasons for Students' Challenging Behavior

September 16th, 2020 at 1:30 PM CDT

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## Now Forming: National Mastermind PLC Groups

- ❖ School Discipline, Classroom Management, and Student Self-Management PLC (Mixed Professionals)
- ❖ The Administrators' Pandemic Planning and School/District Re-Opening Support PLC
- ❖ The "Next Step" Professional Role and Function PLC for Related Service Professional

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