School Discipline Management and Behavioral Support

Impact and Purpose

The practices employed by educators to address disruptive student behaviors fall under the purview of school discipline management policies and processes and have a substantial impact on:

- Efficacy of the instructional process
- Overall climate of the school
- Development and progress of all students

Purpose of Behavioral Support

(Skiba & Rausch, 2006)

- Safety of students and educators
- School climate conducive to learning
- Instructing students in social expectations
- Preventing future disruptive behaviors
The traditional approach consists of:
- Authoritarian and punitive consequences
- Rigid set of behavioral mores
- Zero-tolerance philosophy
- Heavy reliance on office referrals, discipline placements, and suspensions

These processes are purported to work because they accomplish the following:
- Deter disruptive behavior
- Remove the threat to safety and climate
- Punish misbehaviors which removes tacit or implicit reinforcement of poor behavior

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Traditional Discipline Approach Contributed to:

- OSS 2002-2006: 250K
- Expulsions: 15%

Office for Civil Rights (2013)

- > 2,600 Secondary Schools 2009-2010
- 25% OSS

Study of Secondary Schools in Texas (2011)

- > 3 million K-12 students lost instructional “seat time” in 2009-2010 due to suspensions
- 60% Suspended or Expelled
- 30% OSS
- 3% State Removal Required

Traditional Discipline Approach Results

Detrimental Student Outcomes

- 3M Out-of-school Suspensions
- 100K Expelled
- 3x More Black students
- 2x More Special
- More likely to dropout, fail, and get into trouble
- Increased suspensions for non-violent offenses
- DoE, OCR, and DoJ collaborating for change
Implement clear, consistent standards and expectations.

AAP, APA, and NASP promote PBIS because... it works.

Supply systems and tools that:
- Establish a learning environment that proactively promotes positive behavior
- Foster effective behavior management in the classroom as well as school-wide
- Incorporate the ability to identify students in need of additional supports
- Include all teachers in the support of all students and address the needs of individual students
- Provide a process for accurate and reliable progress monitoring and discipline data collection

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An Integrated Behavior System

Building Best Practices
Online, research-based Professional Development:
- School-wide and classroom management practices
- Frequently Identified Behavioral Issues

Strategies for Identified Students
- Evidence-based behavioral interventions & strategies
- Individualized student behavioral plans aligned with district RtI processes

Behavioral Data System
- Automated incident reporting process
- Collects and analyzes behavioral data
- Tracks student progress
- Aggregates behavior progress
- Produces relevant and useful reports

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Online, Research-based Professional Development

School-wide Expectations
- Creating a Behavior Support Team
- Developing behavioral expectations
- Establishing reinforcements and more positive engagement between students and staff
- Developing procedures for the common areas and systematic supervision and management of the school environment
- Using school and student data to assist administrators and teachers in the decision-making process

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Online, Research-based Professional Development

Classroom Management
- Teaching Behavioral Expectations
- Developing Procedures and Routines
- Using Reinforcement and Acknowledgement
- Improving Student-Teacher Relationships and Interactions
- Structuring the Learning Environment
- Developing Effective Correction Procedures and Strategies
The SWPBIS Blueprint (Sugai et al., 2010) focuses on contextual factors, such as the organizational development of structures at the district and school levels necessary to support and sustain change over time:

- Administrator buy-in
- Disciplinary data management system
- Establish PBIS Facilitator
- Establish behavioral expectations
- Develop school-wide teams
- Commitment to fidelity evaluation

Review360 delivers the necessary tools and resources to your staff:

- Learn
- Communicate
- Forming Schoolwide and Classroom Communities
- Establish Classroom Management Plan
- Observe Screen students to identify level of need
- Intervene
- Tier 2 Strategies: Behaviors of Concern
- Individual Dashboard
- Student progress via reports, charts, graphs
- Track Progress Monitoring
- Report: Incidents and Office Referrals

Review360 Implementation Study
After examining the SWPBIS research regarding implementation, sustainability, and program integrity we question whether classroom-focused initial implementations that provide teachers with “best practices” result in better outcomes than traditional top-down education programming implementation found with the regular SWPBIS framework.

The following research questions were investigated:
1. Does using proactive disciplinary approaches within a positive behavioral framework improve student discipline outcomes?
2. Is there a difference in outcomes based on the sequencing of implementation focus? (School-wide/Top Down or Classroom-Teacher/Ground Up)
3. Does sequencing of program implementation influence teacher usage of program components and perceptions of processes and results?

Student Disciplinary Data Analysis and Outcomes
Data were collected from the Texas Education Agency’s disciplinary report. Student discipline records and suspension data were collected for all students and for Special Education students for the two Review360 districts (experimental groups) and the traditional district (control group). The 2009-2010 data acts as a baseline for the subsequent 4 years.

**Student Disciplinary Records (ODRs)**
- Decreased 45% from 44 per 100 students to 24
- Lowered by 28% with the most progress occurring in 2013-14

**ISS/OSS Counts**
- ISS and OSS lowered by 46% and 40% respectively
- Drop of 16% in OSS which was greater than District 2

**SpEd Students Total Suspensions**
- Decreased by 17%
- Increased by 13%

District 1 Classroom Focus
- Outperformed District 3 in ISS with a decrease of 17%

District 2 Schoolwide Focus
- Lowered by 28% with the most progress occurring in 2013-14

District 3 Traditional Control
- Recorded only a 12% decrease
- Drop of 16% in OSS which was greater than District 2

Questions?
There’s so much more to learn.

Find out more about us at
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