

Interventions at SAMS

Universal (things that all teachers should be implementing in their classrooms to be proactive with behavior expectations)

- Teaching SAMS Expectations consistently using common language
- Setting/teaching/posting class and behavior expectations
- Social Contracts
- Classroom Behavior Management plan (examples: seating charts, transition times, <http://www.classdojo.com/>,)
- Reflecting and monitoring effectiveness of behavior management plan
- Substitute information folder
- SAMS Slips given in a teachable moment.
- Have students set and track behavior and academic goals

Early Interventions (Tier 1 or stuff that will work for our 80%)

- non-verbal warnings (determined in Classroom Behavior Management Plan) (example: teacher proximity change, making eye contact)
- Redirect task
- Verbal warning
- Re-teach expectations - bullying
- Teacher student conversation (EX. connected schools questions)
- Documentation of behavior and interventions (Ex: Class DoJo <http://www.classdojo.com/>)
- Preferential seating
- Setting Learning goals
- Think/reflection sheet

Primary (All of these must be documented and logged for later reference)

- Phone call to guardians
- Conversation with coaches (when applicable) or other teachers with which the student has a good relationship.
- Lunch Detention
- After-school detention
- Conference (teacher/student/parent)
- Repeated Student-Directed time-out or cool down

Secondary Interventions (Tier 2 or stuff that is one step past early, for our 15%.

Teacher will complete Problem Behavior Questionnaire and set up meeting with assigned PBIS Team member)

- Teacher Initiated Time out to cool off. (Hallway, other teacher)
- Reference to mentor groups (CIS or through Leslie)
- Referral to counselor or social worker.
- Referral for administrative conference or conversation

Tertiary Interventions (for that top 5% Teacher, Administrator, and PBIS Rep will present data to Intervention Team)

- Functional behavior assessment
- Individual Behavior plan
- Referral to administration for ISP or OSS dependent on behavior
- Refer to SRO/DSS
- Check in/Check out

Intervention Team Members made up of Counselor, Social worker, Mr. Lassiter, Mr. Lyons, and Representative of PBIS/Connected Schools will:

Provide Coaching support to teachers

Collect and review data collected by teachers and recommend interventions

Review Tardiness, Attendance, Grades and other contributing factors to behaviors.

Meet with Teams regularly to discuss challenging students and behaviors.

64TH CONFERENCE ON EXCEPTIONAL CHILDREN

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Closing the Discipline Gap

Using the Transformative Connected
School and PBIS Frameworks to problem
solve for Discipline Disproportionality

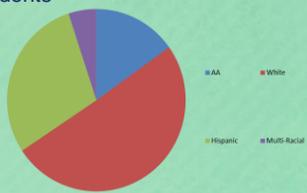
PUBLIC SCHOOLS OF NORTH CAROLINA
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School Demographics

627 Middle School students

- 15% African American
- 50% White
- 29% Hispanic
- 5% Multiracial



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Foundational Behavior Management System

- **PBIS Model School** for 3 years
 - School-wide expectations
 - reward system with different incentives
 - non-tier system for interventions
- **Transformative Connected Schools**
 - 15 members of staff were trained in this approach to school achievement

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Achievement Gap

We recognized that our African American students were not performing on the Standardized Tests.

This had a been a goal on our school improvement plan for previous years.

Math Achievement Gaps	Grade 6		Grade 7		Grade 8	
	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
Black (to White)	-20.9	-20.6	-23.5	-21.0	-10.9	-20.8

Reading Achievement Gaps	Grade 6		Grade 7		Grade 8	
	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
Black (to White)	-11.5	-40.2	-34.1	-49.4	-32.5	-29.5

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Discipline Disproportionality

We also noticed that although only approximately 20% of our population was African American, they accounted for 60% of the discipline referrals in our school.

Race	Percentage of Students (Blue)	Percentage of Discipline Referrals (Red)
White	~48%	~53%
Black	~29%	~16%
Hispanic	~9%	~26%
Amer. Indian	~0%	~0%
Multiracial	~15%	~5%
Asian Pacific Islander	~0%	~1%

Race	Percentage of Students (Yellow)	Percentage of Discipline Referrals (Purple)
American Indian/Alaska Native	~0%	~0%
Asian	~0%	~1%
Black/African-American	~44%	~16%
Hispanic	~17%	~29%
Multiracial	~9%	~5%
Native Hawaiian/Pacific Islander	~0%	~0%
White	~30%	~50%

A Team Was Formed

- Teachers and In-School-Suspension Coordinator trained in PBIS and Transformative Connected Schools from each grade level, EC and exploratory
- School Social Worker
- Guidance Counselor
- Principal and Assistant Principal
- Advisors: Casey McCamish (PBIS) and Jane Williams(TCS)
- District Exceptional Children’s Director and Behavioral Specialist
- District Asst. Superintendent of Student Services

Crunching Data

- The team looked data concerning:
 - Student Achievement
 - Discipline Referrals
 - Staff Survey
 - Historical data
 - Alignment of the student, staff and district handbooks

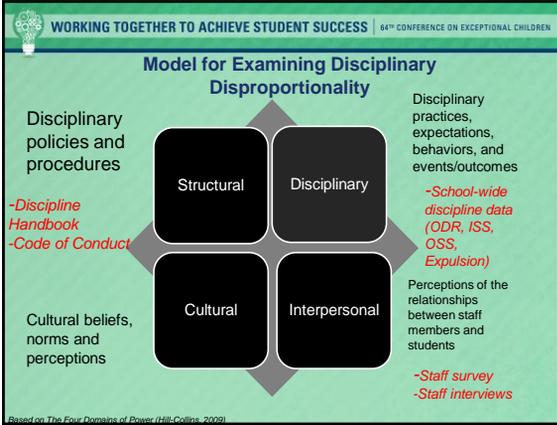
How is it Disproportionality calculated?

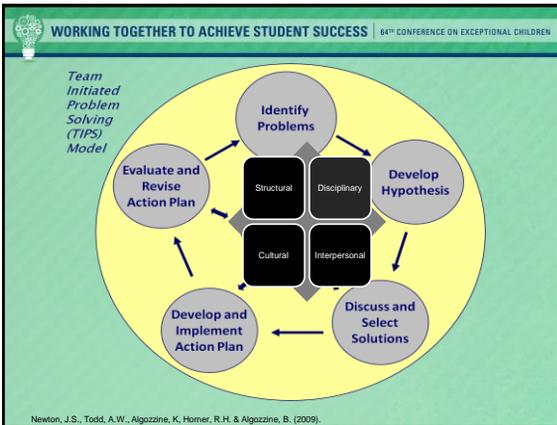
- Risk Index is "the percentage of a given racial/ethnic group that is in a specific category."
- Risk Ratio is a comparison of the "Risk Index for the target racial/ethnic group and the risk index of all other groups."
- Risk Ratio presents a quantifiable number indicating the level of over or under-representation of members of a certain racial/ethnic group to be included in a particular category.
- In the case of disciplinary disproportionality the category would calculate the risk for certain racial/ethnic groups for receiving suspensions, expulsions, or other exclusionary disciplinary outcomes.

Risk Index = $\frac{\text{Number of Suspensions- received by Black Students}}{\text{Total Number Enrolled- Students who are Black}}$

Risk Ratio= $\frac{\text{Risk of Suspensions- for Black Students}}{\text{Total Risk of Suspensions- for all other racial groups}}$

(The Equity Project at Indiana University, 2011).





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Findings: Policy Crosswalk

Structural

- We looked at the district, staff and student handbooks to see alignment of policies to see if behaviors were defined, examples given and consequences outlined
- There were 93 policies listed in district handbook
 - However most of these lacked the other items looked for

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Findings: Cultural

- Teachers recognized their were cultural differences but didn't believe misunderstood culture led to write ups
- This was an area where we felt there would be a lot of high emotion and decided that we would need to continue exploring ways to help with this piece.

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Findings:
Interpersonal/Relationships

- Building relationships is a focus of Transformative Connected Schools
- There needed to be a paradigm shift in thinking towards discipline
- Use of Social Contracts to help hold students accountable
- It all begins with Relationships
- Control. Grow. Connect

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Findings: Disciplinary **Discipline Reporting**

- Teachers needed a clear definition for behaviors.
- Teachers needed training on how to complete office referrals.
- Students and teachers needed to help create common definitions to promote “buy in” from entire learning community.
- We would focus on clearly defining the behaviors that had the most disproportionality.
 - (Disruptive Behavior, Disrespect, Aggressive behavior)

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Activity: Common Definitions

Disruptive Behavior - Verbal or nonverbal behavior that interrupts the learning environment.

Minor	Major
Examples- Mocking, yelling, making noises, throwing things	Examples- repeated or chronic minor disruptions that has previously been redirected (with documentation) or behavior that significantly interrupts learning
Responses: Classroom consequence and documentation	Responses: Office referral (attach minor incident documentation)

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Common Definitions

- Done in each of the classrooms
- Compiled by the DD team
- To finalize:
 - Student and teachers voted on the definitions and also voted on Major and Minor offenses for each
 - These definitions, examples and consequences were explicitly taught to all students at the beginning of the year

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Common Definitions

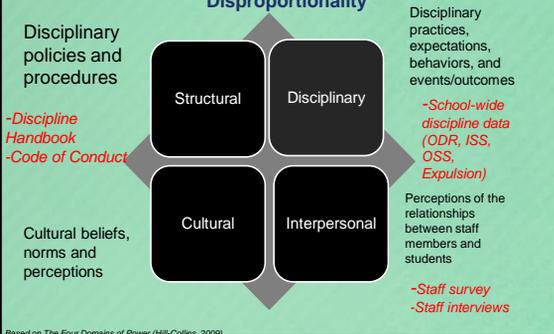
- Students and staff need to have a clear idea of what each definition means.
- For minor offenses, staff is encouraged to reteach the expectation and reiterate what the consequence could be if the behavior continues
- For major offenses, the staff should write a referral and usually reteaching is incorporated

Finding: Tiered Interventions

Structural

- A team of PBIS Connected Schools trained team members worked on making a guide to tiered behavioral interventions.
 - This was done so that staff knew who they could go to for help
 - Also, was to be more proactive in helping students that are referred often
 - Staff were encouraged to come to DD team for any help with behaviors

Model for Examining Disciplinary Disproportionality



Next Step: Social Contract-Activity

- Pictures of social contracts in school



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Next Steps: Cultural

- We looked at the data from the Common Definition activity
- We noticed that many African American students did not believe that arguing, speaking loudly and eye-rolling were disrespectful

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Cultural

- Do we say okay then those shouldn't be included or do we teach students about "channel switching" for at home behavior and school behavior
- A policy would not change the feelings of a teacher who believes these things are disrespectful and would almost be like taking their power away

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Cultural

- For arguing, students need to be taught how to respectfully disagree
- Teachers need to be okay with questions/disagreements as long as it's respectful
- Respectfully making an argument is a twenty-first century skill that will help them in all aspects of life

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