Alternatives to Traditional School Discipline: Leading the Change Process

Webinar
Dr. John Poynter - October 16, 2013

Today's audio will be delivered via your computer's speakers, please ensure they are on with volume turned up. We will begin at the top of the hour (1 pm Eastern).
Dr. John C. Poynter

- Assistant Director of Student Services, Garland ISD
- 21 years of public educational experience
- Teacher, coach, campus administrator, and central office administrator
Garland ISD Demographic Data

- Student Enrollment – 58,000
- High Schools – 7
- Middle Schools – 12
- Elementary Schools – 49
- Alternative Schools – 3
- Economically Disadvantaged – 61%
- Limited English Proficiency – 22%
Why do we struggle with behavior?

• Failure to link behavior and academics
• Lack of training and expertise
• Bad behavior elicits reactive vs. proactive responses
• “Why do good things for bad kids”
• School systems not designed to address behavior
• Severe behavior problems can overwhelm a school
• Politically problematic
• Lack of centralized focus on behavior – “Who’s in charge of behavior?”
Blending RtI/PBIS

**Academic Systems**
- Intensive, Individual Interventions
  - Individual Students
  - Assessment-based
  - High Intensity
- Targeted Group Interventions
  - Some students (at-risk)
  - High efficiency
  - Rapid response
- Universal Interventions
  - All students
  - Preventive, proactive

**Behavioral Systems**
- Intensive, Individual Interventions
  - Individual Students
  - Assessment-based
  - Intense, durable procedures
- Targeted Group Interventions
  - Some students (at-risk)
  - High efficiency
  - Rapid response
- Universal Interventions
  - All settings, all students
  - Preventive, proactive
What is Positive Behavior Intervention and Supports?

- Addresses the behavioral needs of all students through a tiered intervention model
- Develops a foundation of preventive practices to improve interactions with students
- Changes the behavior of adults in order to change the behavior of students
- Teaches, encourages, and rewards desirable student behaviors
- Shifts from the problem within the child to building preventive, proactive systems and procedures at the school level
- Shifts away from categorical or exclusionary thinking to solving the problems of individual students
- Shifts from a placement or punishment orientation to a teaching and supporting orientation
- Shifts from determining punishment, pathology or disability to analyzing data to determine what needs to be done at the school or classroom level
Tier 1 – Building Best Practices
- On-line professional development provides instruction in the use of research-based school wide and classroom management practices
- Research-based strategies for Frequently Identified Behavioral Issues
- Align behavioral practices

Tiers 2 and 3 – Strategies for Targeted Students
- Web enabled research-based behavioral interventions and strategies
- Software guides the development of individualized student behavioral plans aligned with district RtI processes

Behavioral Data System
- Automates incident reporting process (office referral, restraint, bullying)
- Collects and analyzes student behavioral data
- Tracks student progress
- Aggregates behavior progress
- Produces useful reports for communicating progress
RtI/SST Process

- District-wide Student Support Team (SST) process already existed
- Campus SST teams consist of teachers, counselors, parents, and administrators, formal referral process developed, teams trained by district staff
  - Initial RtI groundwork implemented 2007
  - 20 campuses trained in the Safe and Civil Schools program (PBIS)
  - Proactive approach to RtI due to disproportionate minority qualification for Special Education services
The Need for Change, Why Review360®?

- District-wide RtI implementation vehicle
- District-wide behavioral documentation program
- Culture shift: Proactive approach to behavior
- Practical shift: From paper/pencil to paperless process (embracing the digital age)
- Promotes a sense of positive empowerment for teachers and administrators
- Research-based program for improving student behavior
Garland ISD and Review360 Implementation

The implementation process began during the spring of 2010-2011 as a District-wide Behavior Management Program. A two-year phased implementation plan was developed.

Spring 2011: Pilot Program implemented within the 20 Safe & Civil Schools (PBIS)

Fall 2011: Modules and incident reporting

Spring 2012: SST plans & RtI process

Fall 2012: Bullying component

Spring 2013: School/Classroom Walk-through process

Fall 2013: Product implementation completed, system in full use
Questions?
Thank you for joining us!

Join us for the next session in the series:

**Strategies for Supporting Students with Severe Behavioral Issues in General Education Settings**

Thursday October 24
12:00 pm Eastern

Register:
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