DIGNITY IN SCHOOLS CAMPAIGN

MODEL CODE WEBINAR VI:
POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)
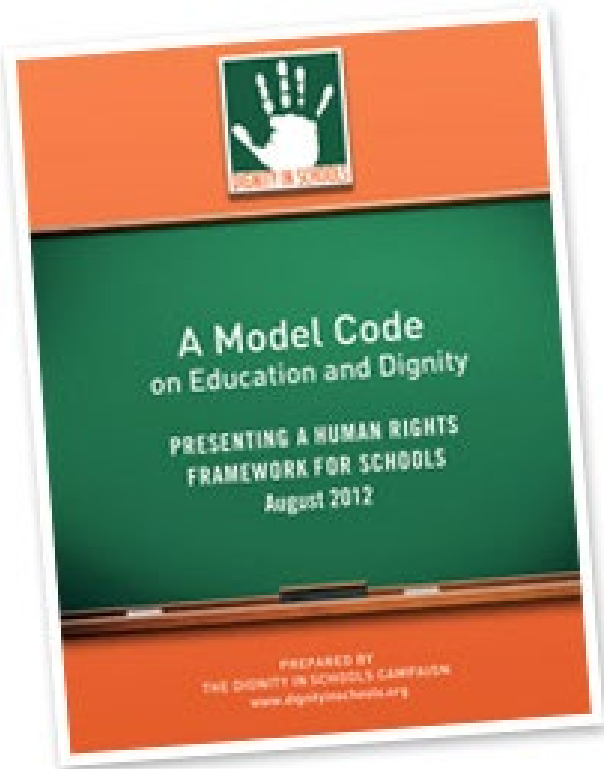

DIGNITY IN SCHOOLS

August 29, 2013

DIGNITY IN SCHOOLS CAMPAIGN (DSC)

- Challenges the systemic problem of pushout and advocates for the human right of every young person to education and dignity

- 69 organizations from 19 states
  - Youth and parent base-building
  - Legal and advocacy
  - Teachers and educators
  - Researchers
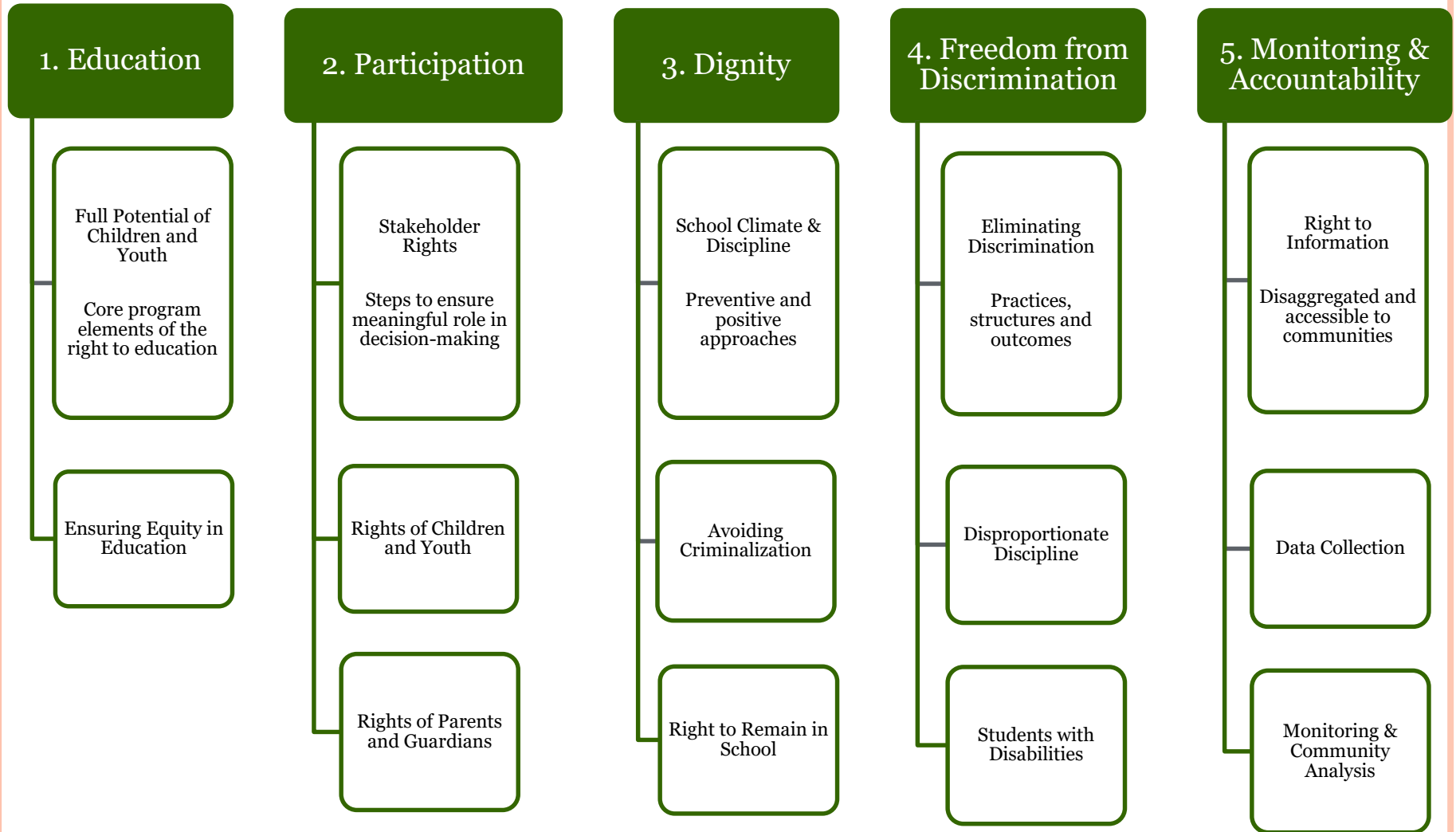
DSC Model Code

- Model policies for schools, districts and legislators to address school pushout and create safe and positive climates for learning

- Based on research, best practices and on the ground experiences of students, parents and educators

- Rooted in fundamental human rights principle that the goal of education is to develop each young person to their full potential

HOW WAS THE MODEL CODE DEVELOPED?

- Drafted and reviewed by members of the Model Code Working Group

- Reviewed at two American Bar Association summits

- Reviewed and edited at community engagement sessions with students, parents and teachers in 8 different states (CA, FL, GA, IL, LA, MS, NY, PA)

OVERVIEW OF THE MODEL CODE

1. Education

- Full Potential of Children and Youth

  Core program elements of the right to education

- Ensuring Equity in Education

2. Participation

- Stakeholder Rights

  Steps to ensure meaningful role in decision-making

- Rights of Children and Youth

- Rights of Parents and Guardians

3. Dignity

- School Climate & Discipline

  Preventive and positive approaches

- Avoiding Criminalization

- Right to Remain in School

4. Freedom from Discrimination

- Eliminating Discrimination

  Practices, structures and outcomes

- Disproportionate Discipline

- Students with Disabilities

5. Monitoring & Accountability

- Right to Information

  Disaggregated and accessible to communities

- Data Collection

- Monitoring & Community Analysis

HUMAN RIGHTS GOAL: POSITIVE DISCIPLINE (SECTION 3.1, PG. 24)

- *School discipline policies shall be aimed at creating a positive school climate, supporting the social and emotional development of students, and teaching non-violence and respect for all members of the school community.*

- *The purpose of discipline must be to understand and address the causes of behavior, resolve conflicts, repair the harm done, restore relationships, and reintegrate students into the school community.*

OVERVIEW OF SECTION 3.1.B, MODEL 2:

SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (SWPBIS)

- SWPBIS is a framework that states, districts and schools can use to design, implement and evaluate their approach to school discipline. Since every school is unique, SWPBIS does not prescribe a specific program, but sets out a process for schools to follow and adapt. Under the SWPBIS framework, schools:

  1. Use data to make decisions and solve problems.

  2. Model and teach behavior expectations and positive skills.

  3. Focus on both prevention of problem behavior and positive interventions, such as counseling, mediation, restorative practices and other interventions (listed under 3.1.a.D).

  4. Continuously monitor implementation and adjust as necessary.

KEY COMPONENTS FOR SWPBIS

1. Leadership Teams

- State and district Leadership Teams that have representation of all stakeholders shall develop guidelines for SWPBIS at the state, district and school level.

- School Leadership Teams (or existing school-level bodies) shall implement PBIS, using data and input from the entire school community.

2. Defining Expectations

- Schools shall define behavioral expectations for all members of the school community to serve as the foundation of school-wide prevention and intervention.

3. School-Wide Teaching and Classroom Management Practices

- Schools shall implement social-emotional learning programs that are found to be effective in reducing behavioral problems and increasing academic achievement.

- Schools shall implement classroom management practices that engage students as partners.

KEY COMPONENTS FOR SWPBIS

4. Positive Approaches to Behavior

- Schools shall develop procedures for responding to misbehavior with clear consequences that have both instructional components and constructive responses to behavior.

5. Responding to Students Requiring Individualized Interventions

- Students with a pattern of dangerous or disruptive behavior shall receive more intensive intervention that is individualized and includes a team approach.

6. Wraparound Services

- Wraparound services involving multiple agencies and organizations shall be provided for students with complex and multiple needs and risks.

7. Evaluation

- State, district and school Leadership Teams must carry out a process to:
  - Monitor implementation of SWPBIS and disciplinary data, and
  - Recommend on-going training and modification of the PBIS plan.

WHY SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT (SWPBIS)?

Framing SWPBIS, Parent Organizing, and Countering Structural Racism in South LA Schools

Presented by Maisie Chin, Executive Director/Co-Founder

Redefining parenting in South LA schools.
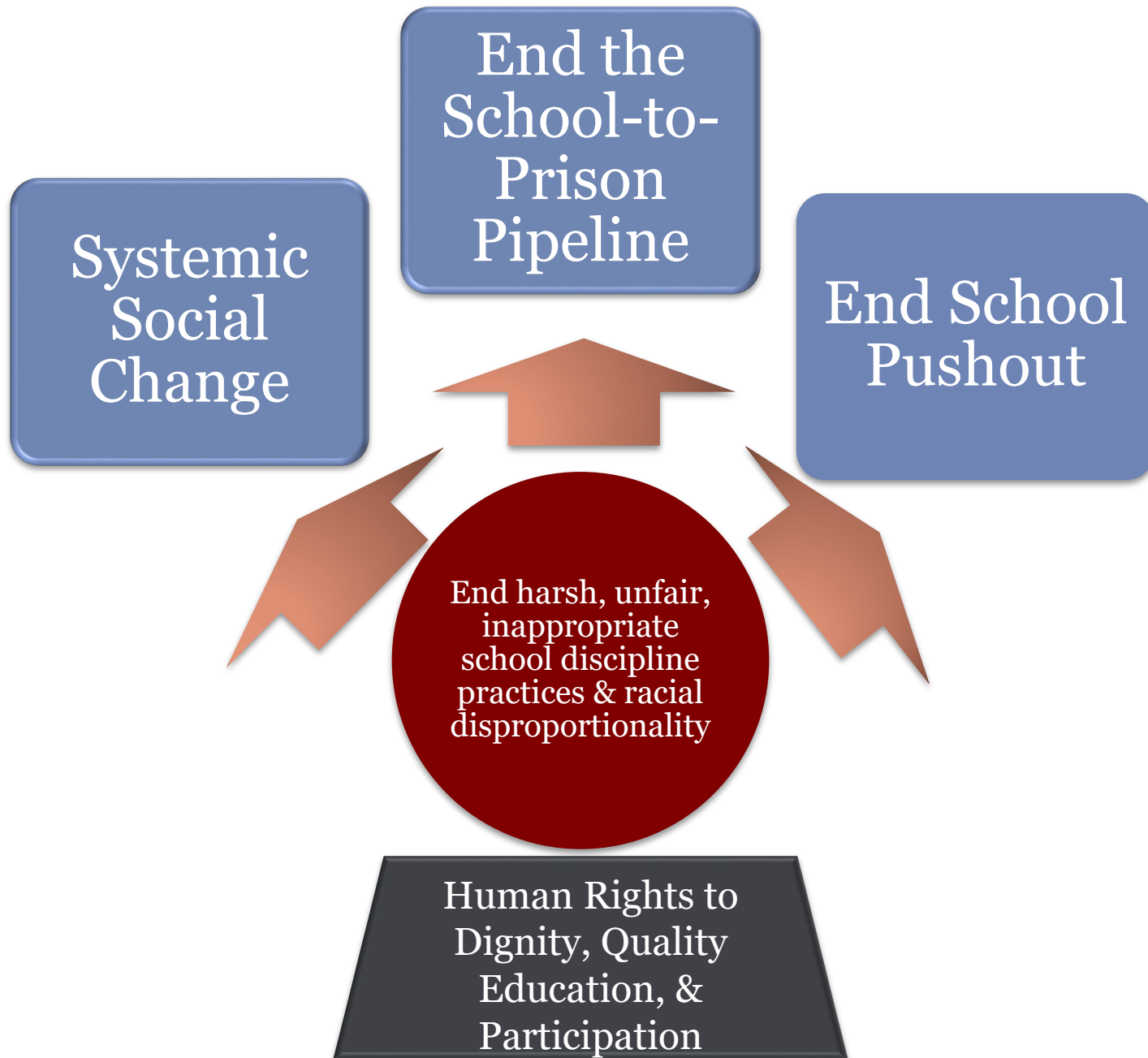
CADRE Parent Organizing

Structural Racism
Blaming of Low-Income African American and Latino Parents
for School Conditions

Door to door and school-front canvassing

Training and capacity building through critical analysis

Strategic campaigns that use parents' rights in creative ways to alter the perception and power of low-income parents and families of color

End the School-to-Prison Pipeline

Systemic Social Change

End School Pushout

End harsh, unfair, inappropriate school discipline practices & racial disproportionality

Human Rights to Dignity, Quality Education, & Participation
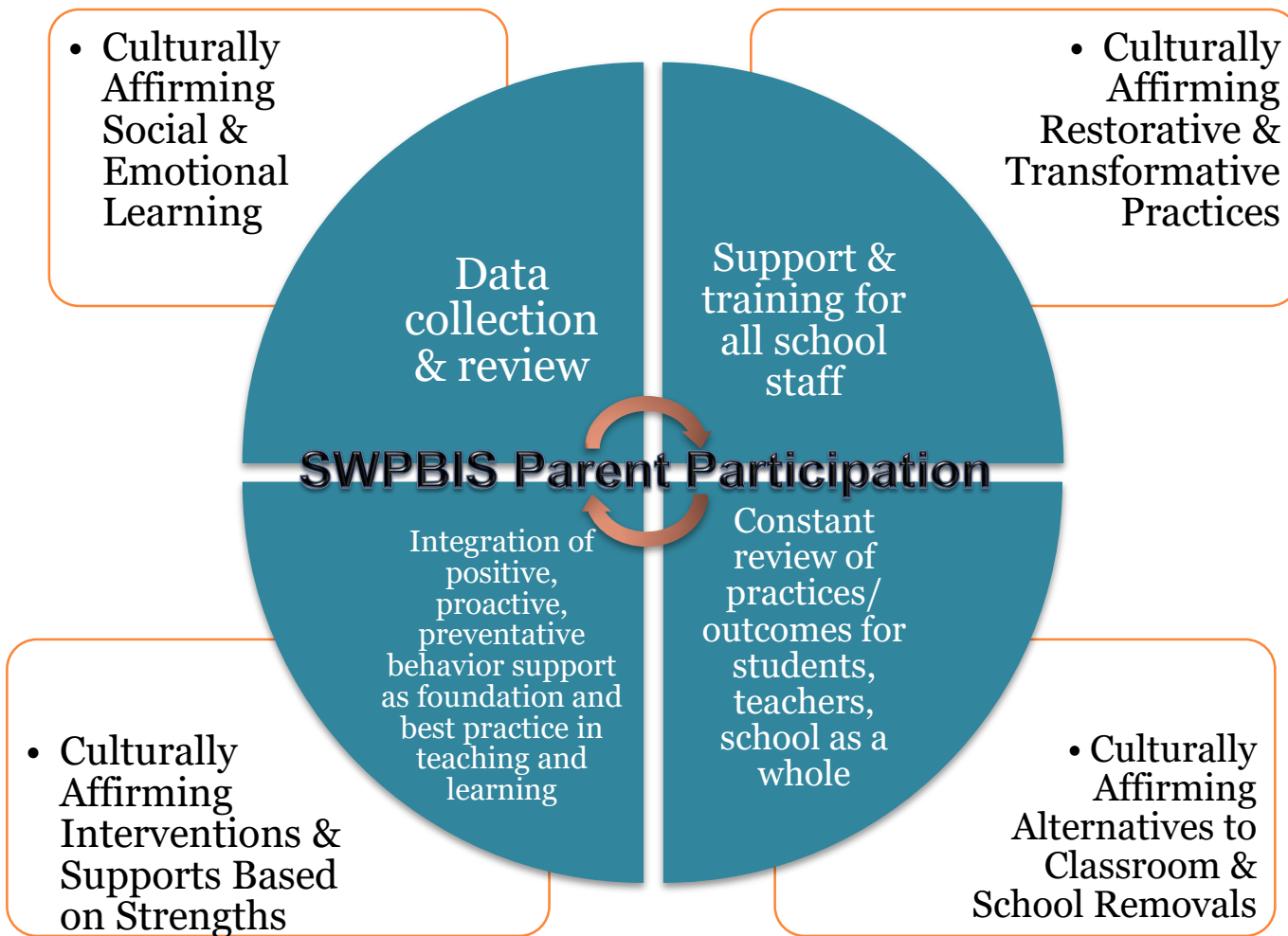
Address Structural Racism by Building Parent Power to Hold Schools Accountable for Educating All Children

Data collection

Data analysis

Monitoring & evaluation

School and District-Wide Positive Behavior Intervention and Support

Eliminate/Reduce School Removals – cause school climate and culture change as a result of the most challenged and alienated students remaining in school

- Culturally Affirming Social & Emotional Learning

- Culturally Affirming Restorative & Transformative Practices

Data collection & review

Support & training for all school staff

SWPBIS Parent Participation

Integration of positive, proactive, preventative behavior support as foundation and best practice in teaching and learning

Constant review of practices/ outcomes for students, teachers, school as a whole

- Culturally Affirming Interventions & Supports Based on Strengths

- Culturally Affirming Alternatives to Classroom & School Removals

Parent Organizing

Families and Friends Of Louisiana's Incarcerated Children (FFLIC)

Presentation by Gina Womack

WHY PARENT IN LEADERSHIP PROJECT?

- In 2003, FFLIC and various community organizations and families fought to have a **better discipline plan put into place** in Louisiana's Schools.

  - As a part of the Juvenile Justice Reform Act of 2003, which FFLIC was instrumental in passing, the Board of Elementary and Secondary Education (BESE) approved the Model Master Plan, a school discipline plan that includes efforts for keeping kids in school by using **alternatives to suspensions and expulsions.**

- **Positive Behavioral Support (PBS)** was emphasized in the plan and though there was a great deal of excitement when it was developed, it is **not being fully implemented.**

  - In fact, statewide in 2009 ,of the 71 school districts in Louisiana less than half of them are participating in the PBS project.
  - And there is currently **no state or local accountability system** for the implementation of PBS.

PARENTS TAKING CHARGE

- In 2010, fed up with the lack of PBIS implementation, FFLIC partnered with a local funder, the Baptist Community Ministries, to create a program, known as the Parent in Leadership Project, to work in three schools in New Orleans with high rates of suspension and expulsion.

- The main goals of Parent in Leadership Project (PLP) were as follows:

  - **To reduce the number of expulsions and improve school discipline and climate** in three RSD schools through the implementation of PBIS and creation of an active Parent Council.

  - **To demonstrate the success of both PBIS and Parent Councils** in schools, thereby encouraging RSD to invest resources in all schools by 2012.

  - **To build a "movement" of informed, active parents** who can engage in education and juvenile justice reform on a local and state level, provide support to one another, and positively impact the youth of New Orleans.

PLP - THE PROCESS

- Parents decided to learn about PBIS and train other parents.
  - Parents researched curriculum suitable for their needs.
  - Finding none, **FFLIC parents decided to develop their own curriculum**.
  - FFLIC found parent leaders in each school and paid them stipends through the training process and for every meeting.

- Lead parents and FFLIC trained over 100 parents in 2 years.
  - Parents learned the questions to ask in order to **hold schools accountable and ensure PBIS was used in their schools.**
  - Parents worked with schools to develop reward programs.
  - In one school suspensions decreased by 3.5% due to parents participating in the Parent in Leadership Project.

- FFLIC continues to:
  - Work closely with 2 schools in New Orleans.
  - Add 3 schools across the state where FFLIC has chapters approaching schools with the highest suspension rates.

PLP - Outcomes

Successes

- Parents who attended were interested and continued to participate
- Parent leads took ownership of the project and received training on the education landscape and larger school reform issues
- 2 Schools were very helpful and accommodating in giving data
- 2 Schools want to continue to work with FFLIC on the PLP
- 2 Schools are interested in learning more about solutions not suspensions

Challenges

- Charter transition was hard on parental interest in PBS and training focus shifted
- Parents need for greater resources kept a larger number from participating
- Because new students were dropped into the school it threw off the school flow causing the school to suspend more children
- Schools hesitant to sign onto the solutions not suspension call for a moratorium on out-of-school suspensions because of the over reliance on zero tolerance

WHAT PBIS LOOKS LIKE IN A SCHOOL

Presentation by: Janice M. Harper

Nollie Jenkins Family Center, Inc. – Mississippi

- Raising children is an important and challenging job. We worry about children developing healthy habits, having positive relationships, and learning the skills they will need to be successful. One challenge is a child's behavior.

- Parents, Teachers, and Administrators must seek a consistent and effective approach to encouraging positive behavior and dealing with problems, which can help children to become happy, fulfilled, and competent adults.

- Positive Behavior Intervention and Support (PBIS) is an effective way to change how we structure and respond to children's behavior. PBIS:
  - Provides a framework for understanding and addressing misbehavior.
  - Involves a problem-solving process that helps children find solutions and teaches skills where children learn to help themselves.
  - Develops strategies to encourage positive behavior, while preventing or discouraging misbehavior (*i.e., talking back, saying mean things, or hurting other people*).

- PBIS is being proactive rather than reactive (*treating children with dignity and respect).* PBIS if implemented correctly can prevent problems rather than simply rely on the use of consequences for behavior by sending children to the office where they end up with In-School or Out-of-School Suspensions.

- PBIS can be characterized by the following features:
  - **Understanding Patterns**: What prompts the behavior to occur?
  - **Preventing Problems**: Being aware of what might set the stage for the behavior.
  - **Teaching New Skills**: Some behavior may not be preventable, so helping children develop other ways to deal with problems and get what they want or need requires teaching, better communication, interaction, and learning to become more self-sufficient.
  - **Responding Effectively**: Changing reactions to behavior, rewarding positive behavior, and most importantly teaching positive behavior rather than to stop or punish problem behavior.

- An individualized approach should be based on the child's needs and the circumstances surrounding his/her behavior.

- This process also involves five (5) general steps focused on improving children's problem behavior and interactions:

    1. Establishing goals: Define the problem, determining exactly what the child is doing that is of concern and specific changes desired.

    2. Gathering information: Watch the child, talk to other people (e.g., *family members*) in order to understand the child's behavior.

    3. Analyzing patterns: Determine what circumstances affect the child's behavior and what they are getting or avoiding as a result of the behavior.

    4. Developing a plan: Create strategies to prevent problems, teach children better ways of behaving, and respond consistently to behaviors as they occur.

    5. Monitoring results: Periodically reviewing a child's progress to ensure that the strategies are working and make changes as often as needed.

- Finally, the process calls for everyone involved in the child's daily life to work together (*parents, teachers, baby sitters, extended family, siblings, friends, and anyone else with an impact on the child's behavior*).

PBIS in Wisconsin

Presentation by Kent Smith
PBIS Technical Assistance Coordinator
State Trainer (Tier I and II)
Wisconsin RtI Center
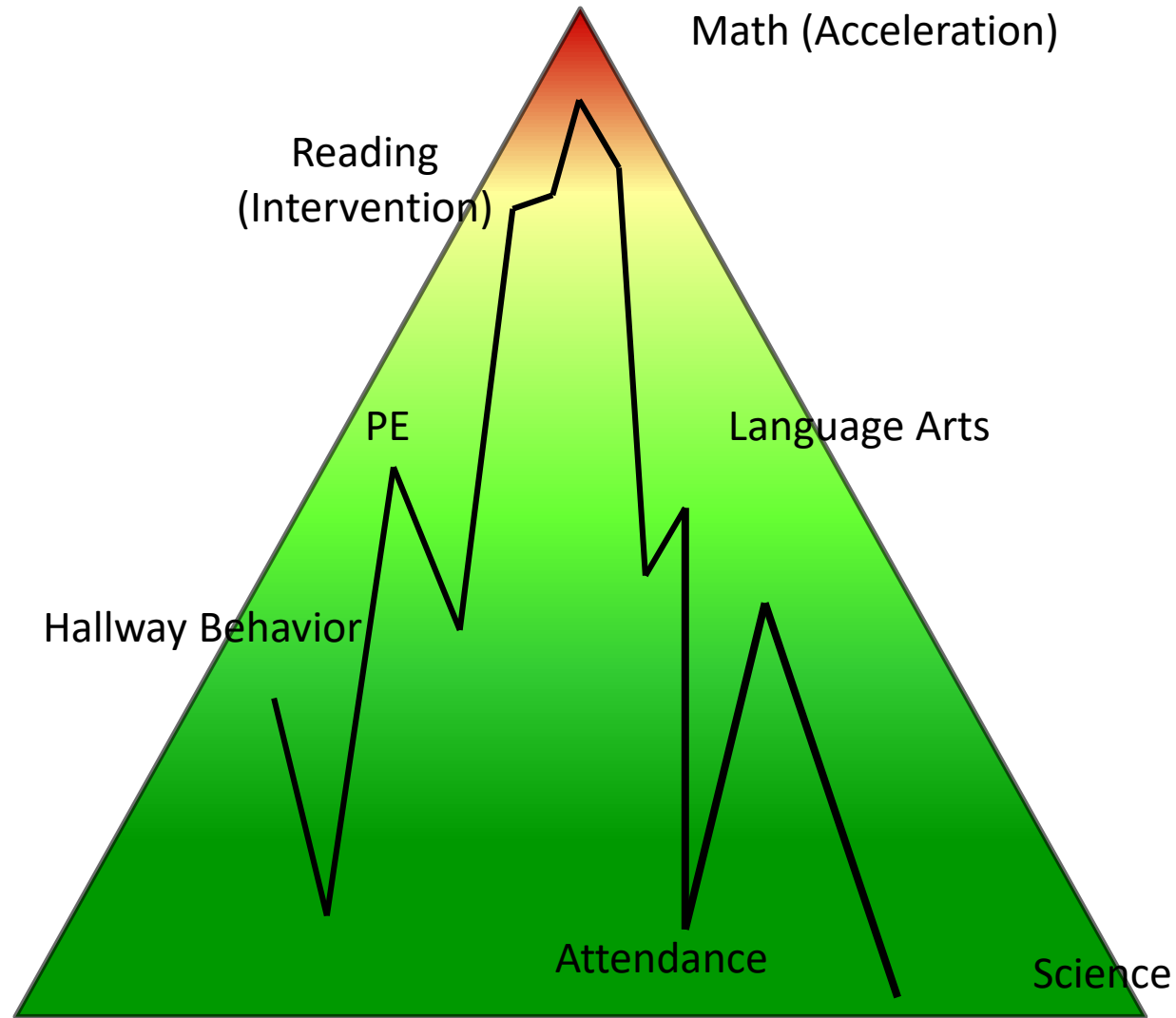
PBIS IS ABOUT SYSTEMS

- SYSTEM based
  - consistency, predictability, fidelity and accountability among staff
- Is Support based
  - First you build behavioral fluency then you
  - Re-teach and then you
  - Correct
- Family voice and community voice is critical
- Constant interplay between data, systems and practices regardless of the tier
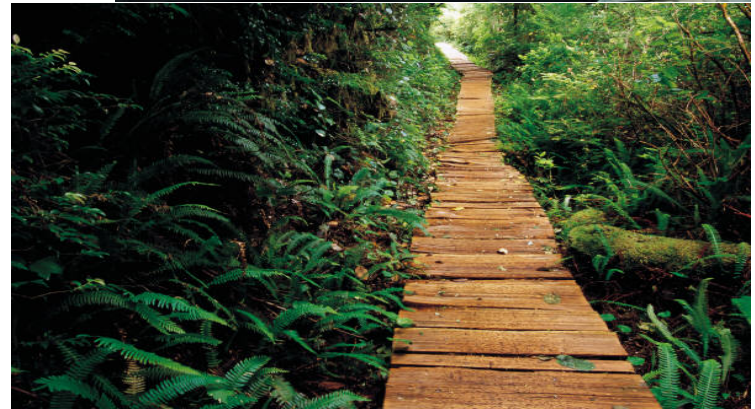- Higher tiers = increased acknowledgment, feedback & increased positive connections – NOT PUNISHMENT

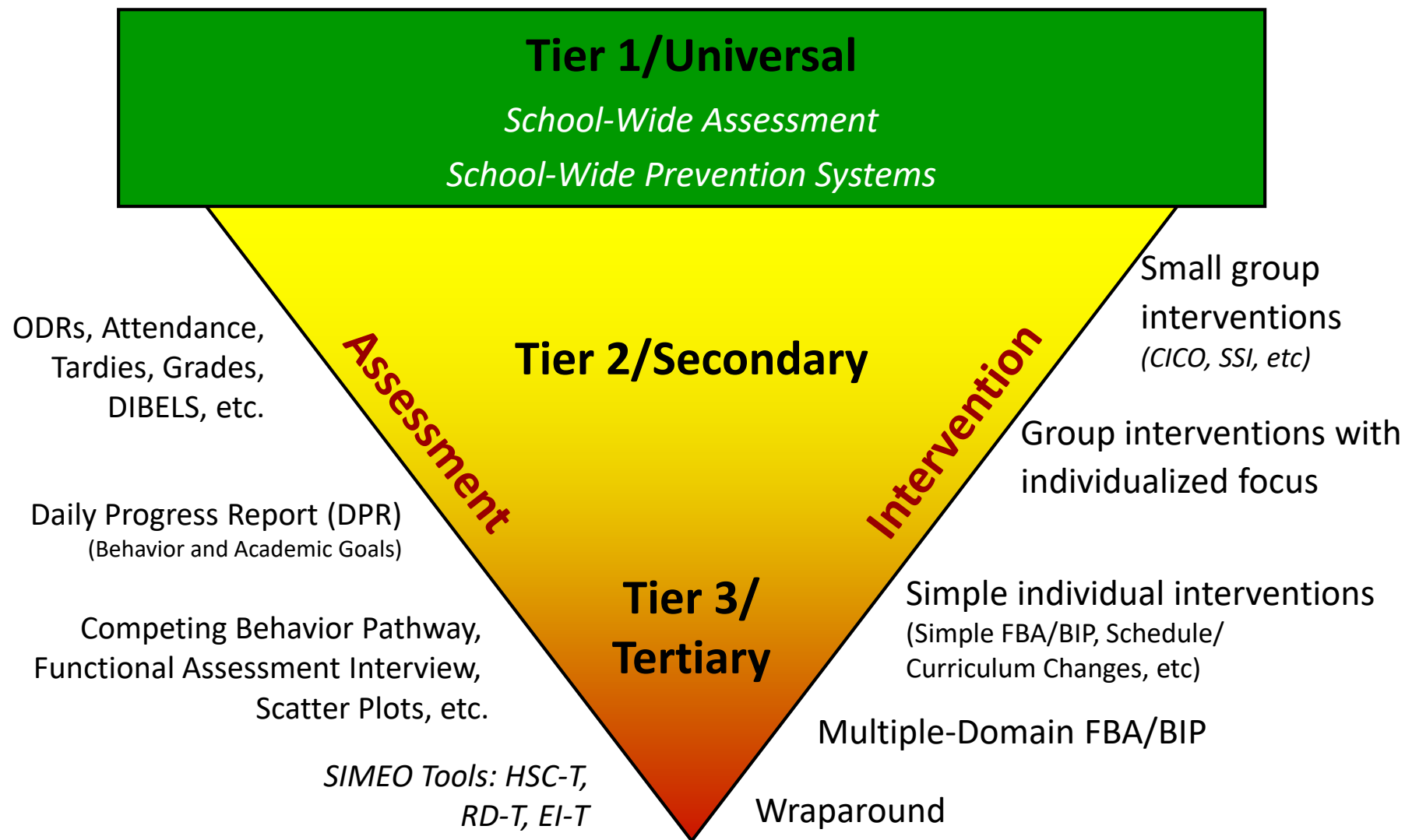# CULTURALLY RESPONSIVE PRACTICES

- Race, language and culture are significant to the way RtI works, they are at the CORE of PBIS

WHERE CAN I...?

- Validate
- Affirm
- Build
- Bridge

Tier 1/Universal

School-Wide Assessment

School-Wide Prevention Systems

ODRs, Attendance, Tardies, Grades, DIBELS, etc.

Assessment

Tier 2/Secondary

Intervention

Small group interventions
(CICO, SSI, etc)

Group interventions with individualized focus

Daily Progress Report (DPR)
(Behavior and Academic Goals)

Tier 3/ Tertiary

Competing Behavior Pathway, Functional Assessment Interview, Scatter Plots, etc.

Simple individual interventions
(Simple FBA/BIP, Schedule/ Curriculum Changes, etc)

Multiple-Domain FBA/BIP

SIMEO Tools: HSC-T, RD-T, EI-T

Wraparound

Illinois PBIS Network, Revised May 15, 2008
Adapted from T. Scott, 2004

Question & Answer

UPCOMING WEBINARS IN 2013

- October - Alternative Schools

- Slides from all previous Model Code webinars can be found at:
  http://www.dignityinschools.org/webinars-model-code-education-dignity

LEARN MORE ABOUT DSC

- Read the Model Code and share with others
  http://www.dignityinschools.org/our-work/model-school-code

- Hold a Model Code training in your community
  Contact Fernando, DSC Field Organizer
  fernando@dignityinschools.org, 205-960-3498

- Get involved in the DSC National Week of Action 9/28-10/5
  http://www.dignityinschools.org/our-work/week-of-action

- Learn about Solutions Not Suspensions:
  A Call for a Moratorium on Out-of-School
  Suspensions, DSC and OTL
  http://www.stopsuspensions.org/

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