

2. Preventative Behavioral Response System

▪ Preventative Behavioral Response System	24
---	----

Preventative Behavioral Response System

Rationale and Development of a Preventative Behavioral Response System

Currently, the ICCSD partners with Grant Wood Area Education Agency to receive PBIS training and technical assistance. The following outlines the process building teams learn about and are to implement safe, inclusive, and collaborative classroom/learning environments and to establish a preventative behavioral response system. More comprehensive information can be found on [District SEBH Website](#).

An Effective System includes:

- Implementing with fidelity, the 6 Effective Classroom Practices, with emphasis on building relationships
 1. Physical Environment
 2. Teaching Expectations & Routines
 3. Active Supervision
 4. Positive Acknowledgment
 5. Continuum of Responses
 6. Engagement & Opportunities to Respond
- A system for monitoring, interrupting and discouraging problematic behaviors provides:
 - Feedback (using common language) and emphasis of teaching for students; a component of teaching should always be included
 - Consistency across staff and administration
 - Predictability but not rigidity
 - Clarity about what is documented as a major vs. a minor
 - Efficient data collection to allow rapid response to behavioral patterns

Rationale for Preventative Behavioral Response System:

There is much discussion in the United States about exclusionary discipline (suspensions and expulsions) in schools. According to a 2014 (and since been replicated) report from the US Department of Education's Office for Civil Rights, Black students represent 15% of students, but 44% of students suspended more than once, and 36% of expelled students.

- The impact of exclusionary discipline on students is clear and negative. The impacts of exclusionary discipline (time out of instruction due to office referrals, suspension and expulsion) have been negatively linked to the academic and social development of disciplined students. Exclusionary practices have been disproportionately used among certain groups, particularly those students of certain minority and/or ethnic groups, students from lower socio-economic backgrounds, and those students with identified exceptionalities. Exclusionary and zero-tolerance approaches to school discipline are not the best techniques to create a safe climate in contemporary education settings.

Risks of Using Punishment Alone:

- Research shows that punishment is the least effective response to reducing anti-social behaviors
- May provide short-term outcomes but not desired long-term change
- May inadvertently reinforce the problem behavior
- Decrease positive attitudes and increase withdrawal, aggression, truancy, tardiness, etc.

Developing a Consistent Approach to Problem Behavior & Iowa Department of Education Problem Behaviors and Actions Taken

The most effective response systems are applied universally so that no matter where the students go, there is consistency in the expectations, positive reinforcement, and consequences.

Step 1 The District has developed an [ICCSD Minor/Major Chart](#) using the Iowa Department of Education Behavior Types and [Definitions](#) for Minor and Major problem behaviors (no changes can be made to these). The descriptions and examples are included to build clarity and understanding of these problem behaviors to build accuracy when entering data or recording behavior events. Though the Iowa Department of Education does not require Minors to be recorded, they do recommend that Minors should be defined and entered into the same data system as Majors

for early intervention. At the building level, this information and process is to be reviewed and shared with staff throughout the school year.

Step 2 : Using the Iowa Department of Education [Actions Taken](#), the district uses the SIS (Student Information System) Infinite Campus to record resolutions to the behavior events. Additionally a hard copy form is available for staff without electronic access to enter behavior events. At the building level, this information and process is to be reviewed and shared with staff throughout the school year. The Comprehensive Behavior Approach (CBA) Administrative Guidelines are meant to identify those behavior infractions that may result in suspension (i.e. the action taken) and ensure administrators follow administrative guidelines and board policies.

Step 3: Schools are to develop the consistent school wide approach for responding to problem behavior, such as a flow chart, and to ensure staff are provided professional development regularly and engage in practice/modeling, and provided scripts as well. [Example Flow Chart](#) (GWAEA recommends the third slide due to its simplicity)

Important Response Considerations

- Relationships Matter:
 - Staff with the closest relationship to the student will have the most impact
- Sending students to the office:
 - Student perception: I don't belong, the teacher does not like me, the teacher isn't able to connect with me or handle me
 - Loss of instructional time
 - Impact upon staff - student relationship
- Rewarding behavior:
 - Escape
 - If students are allowed to escape by exhibiting a problem behavior it will be very difficult to change that behavior. If there is a pattern search out the "why".
 - Attention
 - If student behavior is maintained by attention and is given a public verbal reprimand it will be difficult to change that behavior (public reprimands are not best practice).

Step 4: Use a [continuum of responses](#) for Minor and Major behavior that do not present a safety concern. GWAEA provides two examples; the first is what has been shared previously in training, the second adds in restorative practices.

Purpose and Rationale for using a Continuum of Response:

- A continuum is necessary because no single strategy is effective for all students, all settings, or all behaviors.
- Highly effective teachers have a toolkit of culturally responsive, trauma informed, and respectful strategies that promote student engagement while diminishing the frequency, intensity, and/or duration of inappropriate behaviors.
- Strategies should recognize the function of the behavior and be applied with a growth mindset toward student development.
- Key elements of responses must include:
 - Empower students and teach resiliency skills
 - Replace learned responses with appropriate behavior
 - Helps students regulate their emotions
 - Supports students ability to regulate, relate, and reason

Summary of Prevention: Universal Tier 1, Targeted Tier 2 and Individual Tier 3

Tier 1 Universal

- Tier 1 Team leads implementation and monitoring of school-wide behavior supports
- Define culturally responsive behavioral expectations for your school
- Establish a plan for continuous teaching of behavior and social emotional skills
- Define system for responding to problem behaviors
- Establish an acknowledgement system for your school
- Develop a professional development plan for staff
- Implement an evaluation plan

Tier 2 Systems

- Tier 2 Team leads implementation and monitoring of Tier 2 interventions and supports
- Use Tier 1 data and other referral sources to identify students in need of foundational Tier 2 supports through interventions or mentoring
- Apply critical knowledge about interventions, implement the interventions, and check for implementation fidelity
- Design a process for effective communication and data sharing between Tier 1 and Tier 2
- Use data for decision-making and on-going progress monitoring, knowing when to add more interventions, and how/when to exit students from groups or mentoring
- Check for implementation fidelity of interventions and mentoring

Tier 3 Systems

- Implement the core features of Tier 3 supports
- Create data decision rules around which youth/families should receive Tier 3 supports
- Provide low-level professional development to other leaders and staff regarding what it will take to be successful at Tier 3
- Action plan around next steps for successful Tier 3 installation and implementation