



New York State Education Department  
Office of Special Education  
**Educational Partnership**



# Developing Behavior Systems that Work: Using Data to Inform Interventions

## Creating Common Disciplinary Language

---

Developed by the Technical Assistance Partnership for Behavior.

2/14/2022

# Blueprint for Improved Results for Students with Disabilities



## Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



## Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



## Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



## Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



## Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



## Inclusive Activities

Schools provide high-quality inclusive programs and activities.



## Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.



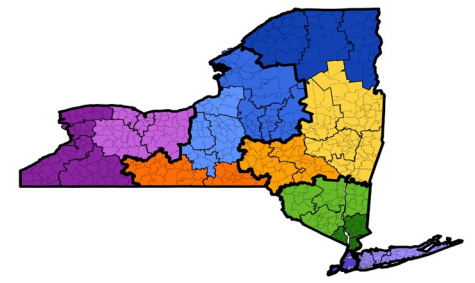
New York State Education Department  
Office of Special Education  
**Educational Partnership**

# Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.



# Who Are We?



**The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive support network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs).**

**Regional Partnership Centers (RPCs) are located in each of the 12 regions of NYS and provide these supports and services to the EOs within their region.**

# Today's Facilitators

Name

# Participant Introductions

- Name
- Role
- District
- School
- Population Served

# Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none"><li>✧ Take care of your personal needs</li><li>✧ Return on time and quietly</li><li>✧ Sign attendance sheets / complete eval. form</li><li>✧ Use electronic devices when necessary</li></ul>
BE RESPECTFUL	<ul style="list-style-type: none"><li>✧ Put cell phones to “off” or “vibrate”</li><li>✧ Listen to others attentively</li><li>✧ Honor confidentiality when applicable</li><li>✧ Stay on topic</li></ul>
BE ENGAGED	<ul style="list-style-type: none"><li>✧ Be an active participant</li><li>✧ Participate with an open mind</li><li>✧ Take notes</li><li>✧ Make plans to stay until training dismissal</li></ul>



# Virtual Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none"><li>✧ Take care of your personal needs</li><li>✧ Return on time and quietly</li><li>✧ Complete evaluation form</li><li>✧ Find a quiet place to participate</li></ul>
BE RESPECTFUL	<ul style="list-style-type: none"><li>✧ Use “mute” to prevent background noise</li><li>✧ Listen to others attentively</li><li>✧ Honor confidentiality when applicable</li><li>✧ Stay on topic</li></ul>
BE ENGAGED	<ul style="list-style-type: none"><li>✧ Be an active participant</li><li>✧ Participate with an open mind</li><li>✧ Take notes</li><li>✧ Make plans to stay until training dismissal</li></ul>

# Supporting Meaningful Engagement

## From **SAFE** Space

- Belief that learning requires comfort
- Illusion of safety
- Polite discussion
- Guarded conversations
- Acceptance of oppression and subordination
- Unawareness of entitlement and privilege or inactivity in response to awareness

## To **BRAVE** Space

- Belief that learning requires disequilibrium
- Reality of risk
- Courageous Conversation
- Genuine dialogue
- Self-determination
- Personal responsibility

# Roadmap

Module Number	Module Title
1:	Introduction to Equitable Behavioral Systems
2:	Using Discipline Data to Inform Interventions
3:	<b><i>Creating Common Disciplinary Language</i></b>
4:	Creating a Discipline Flowchart
5:	Tier 1 Practices to Support Behavior
6:	Working with Families Around Behavior

# Materials



- Module 1 and 2 workbooks
- Module 3 workbook
- Handout 1: "Safety Without Suspensions" article
- Handout 2: Safety Without Suspensions questions sheet
- Handout 3: "Rethinking Discipline" article
- Handout 4: Blank District-Wide Behavioral Categories chart
- List of behavior categories from current data management system
- Copy of current Code of Conduct

# Objectives for Module 3

1. Educational Organizations (EOs) will identify challenging behaviors and discern the difference between Major and Minor behaviors (i.e., Major being behaviors that administrators would address. Minor being behaviors that classroom teachers would address)
2. EOs will clearly define challenging behaviors in family friendly language

# Consider Suspension Rate Data



# YOUR TURN

## Activity 1a & 1b: Read and Reflect



### 1. Read the articles:

- Handout 1: "Safety without Suspensions"
- Handout 3: "Rethinking Discipline"

### 2. Share Out:

- One thing I already knew that was reinforced for me
- One thing I learned



# YOUR TURN

## Rethinking Discipline: Academic & Social Problems: A Comparison of Approaches



Frequency	Approaches for Academic Problems	Approaches for Social Problems
<b>Infrequent</b>	<ul style="list-style-type: none"><li>• Assume student is trying to make correct responses; error was accidental, a skill deficit.</li><li>• Provide assistance (teach, model, guide, check)</li><li>• Provide more practice and feedback; monitor progress.</li><li>• Assume student has learned skill and will perform correctly in the future.</li></ul>	<ul style="list-style-type: none"><li>• Assume student is choosing to be “bad;” error was deliberate, a performance deficit.</li><li>• Use consequences/ punish.</li><li>• Practice not required.</li><li>• Assume student has “learned” lesson and will behave in the future.</li></ul>
<b>Frequent</b>	<ul style="list-style-type: none"><li>• Assume student has learned the wrong way or has inadvertently been taught the wrong way.</li><li>• Diagnose problem; identify misrule or determine more effective way to teach.</li><li>• Adjust teaching arrangements to accommodate learner needs. Provide practice and feedback.</li><li>• Assume student has learned skill and will perform correctly in the future.</li></ul>	<ul style="list-style-type: none"><li>• Assume the student is refusing to cooperate; student knows what is right, has been told to stop, and is being insubordinate.</li><li>• Provide more severe consequences; remove the student from normal context (office referral, detention, suspension, etc.)</li><li>• Maintain student removal from the normal context.</li><li>• Assume student has “learned” lesson and will behave in the future.</li></ul>

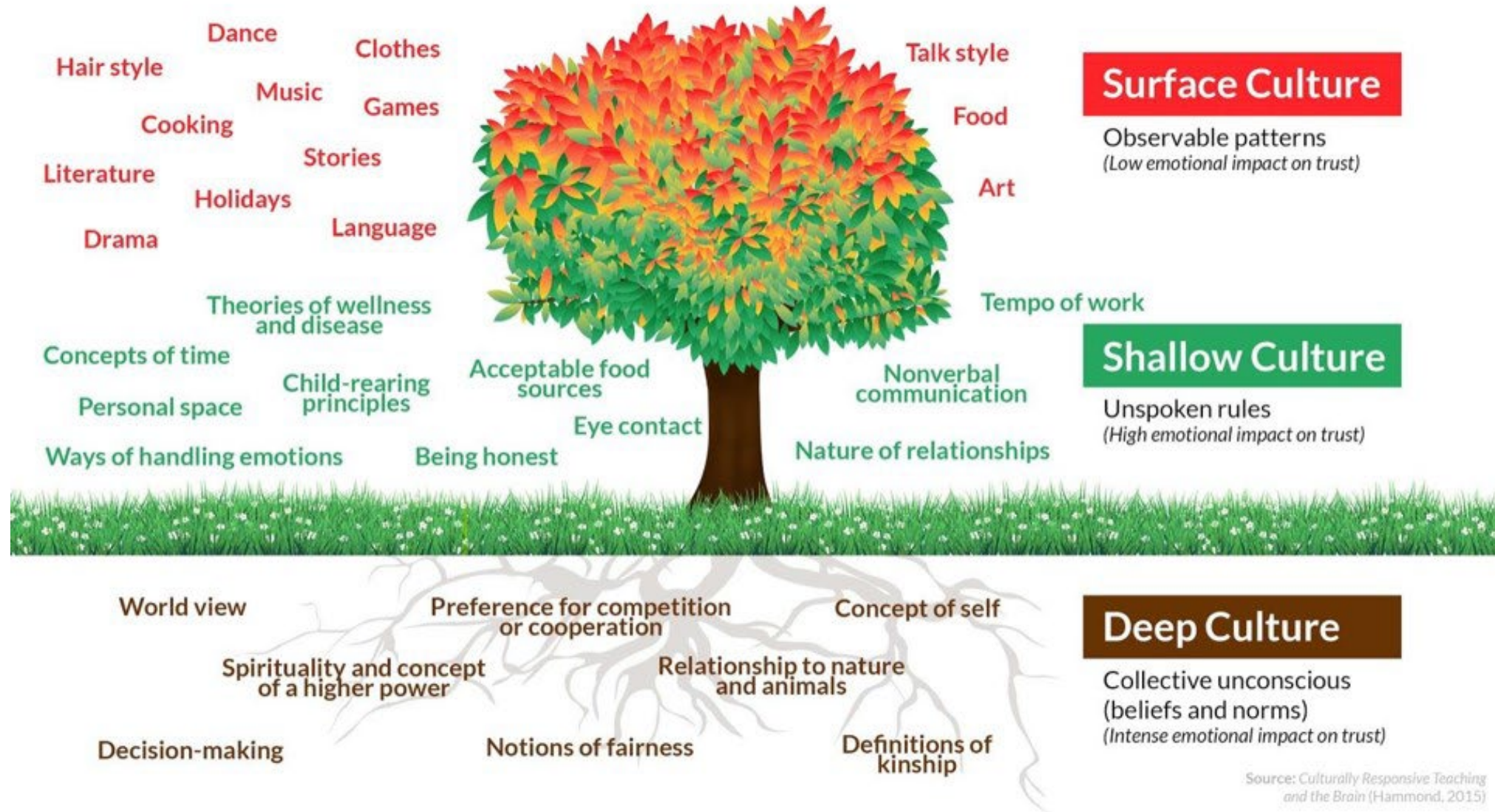


# What is Culture?



“Culture...is the way the brain makes sense of the world...The brain uses cultural information to turn everyday happenings into meaningful events.”

# Culture Tree



Source: *Culturally Responsive Teaching and the Brain* (Hammond, 2015)

# What Culture is NOT?



- Poverty is not a culture
- Coping & responses to oppression should not be mistaken for culture\*
- “True culture supports its people; it doesn’t destroy them”\*\*

# Culturally Responsive Behavioral Systems

1. Identify
2. Voice
3. Supportive Environment
4. Situational Appropriateness
5. Data for Equity



# Definition of Discipline

- Disciplinary policies and practices are part of a cohesive behavior support system within a school
- Discipline is a complementary system to expectations and acknowledgements
- Effective discipline includes opportunities for students to LEARN and PRACTICE appropriate behaviors through an instructional approach

# Rationale for Behavior Definitions and Policies

- Clearly defined procedures support consistency with responding to behavioral infractions. Consistency creates the conditions for increased structure, feelings of safety, and a positive learning environment
- Research indicates that subjective behaviors more often result in disproportionate discipline for students of color.\*
- It is imperative that staff examine their beliefs about what behaviors are considered “normal” or “appropriate.”

# Rationale for Behavior Definitions and Policies Continued

Differentiating between behaviors addressed in the classroom, versus those addressed by administration, can:

- a) improve consistency within the classroom,
- b) provide more meaningful information for problem solving,
- c) increase instructional minutes, and
- d) free up administrative time spent on discipline.

# Responsibility for Behaviors

## Behavioral Examples

Teacher Managed (Minor)	Office Managed (Major)
Involve opportunities for teachable moments and minimizing interruption to Instruction	Involve school and student physical and emotional safety

How does your school/district differentiate between teacher and office managed behaviors?



# “T-Chart” School Example

## Teacher Managed Behavior (Minor)

- Attendance/Tardy – Inform parents on effect on academic performance
- Profanity directed at student
- Gum chewing
- Homework
- No supplies
- Tattling
- Non-compliance
- Name calling
- Lying
- Minor stealing
- Cheating
- Dress Code Violations
- Minor Harassment
- Disrespect
- Disruption
- Defiance

## Office Managed Behavior (Major)

- Attendance/Tardy
- Vandalism
- Substances
- Weapons
- Profanity directed at Adults
- Fighting
- Verbal/Physical intimidation
- Major stealing
- Cutting school
- Wanderers
- Gang Related Activity
- Chronic Dress Code Violation
- Harassment (including sexual)
- Disrespect
- Disruption
- Defiance

# “T-Chart” School Example

## Teacher Managed Behavior (Minor)

- Attendance/Tardy – Inform parents on effect on academic performance
- Profanity directed at student
- Gum chewing
- Homework
- No supplies
- Tattling
- Non-compliance
- Name calling
- Lying
- Minor stealing
- Cheating
- Dress Code Violations
- Minor Harassment

Disrespect  
Disruption  
Defiance

## Office Managed Behavior (Major)

- Attendance/Tardy
- Vandalism
- Substances
- Weapons
- Profanity directed at Adults
- Fighting
- Verbal/Physical intimidation
- Major stealing
- Cutting school
- Wanderers
- Gang Related Activity
- Chronic Dress Code Violation
- Harassment (including sexual)

Disrespect  
Disruption  
Defiance

What about these examples?

# Sample of a School Reviewing their Major Office Discipline Referral Data

Infraction	Notes
Disruption	Refusal to do work, throw paper
Disruption	Refusal to do work, cry, pout, stomp
Disruption	Off task, refusal
Disruption	Arguing with teacher
Disruption	Prohibited teaching and learning
Disruption	Playing, throwing water
Disruption	Off task
Disruption	Throwing paper, yelling, hitting, crawling
Disruption	Following directions, playing, off task
Disruption	Not following directions

# Analysis of Data

What does **Disruption** look like and sound like?

Teacher Managed	Office Managed
Refusal to work	Disruption escalated into a physical or verbal confrontation
Argue with the teacher	Minor actions repeated to the point of an “un-teachable” learning environment
Calling out	--
Tapping pencil/objects	--
Talking to others	--
Unnecessary movement (out of seat/fidgeting)	--
Touching others	--

# Definitions of Problem Behaviors

- Does a clear set of **definitions for all categories** on the office discipline referral form (data management system) exist?
- Have **all** faculty, staff, administration, students and families been trained on the definitions?

# Definitions of Problem Behaviors

- **All challenging behaviors** are covered and none of the definitions overlap.
- **Consistent definitions** make data collection much more accurate and reliable.
- The addition of **minor problem behaviors** assists in the summary of minor infractions.

# YOUR TURN: I-Time



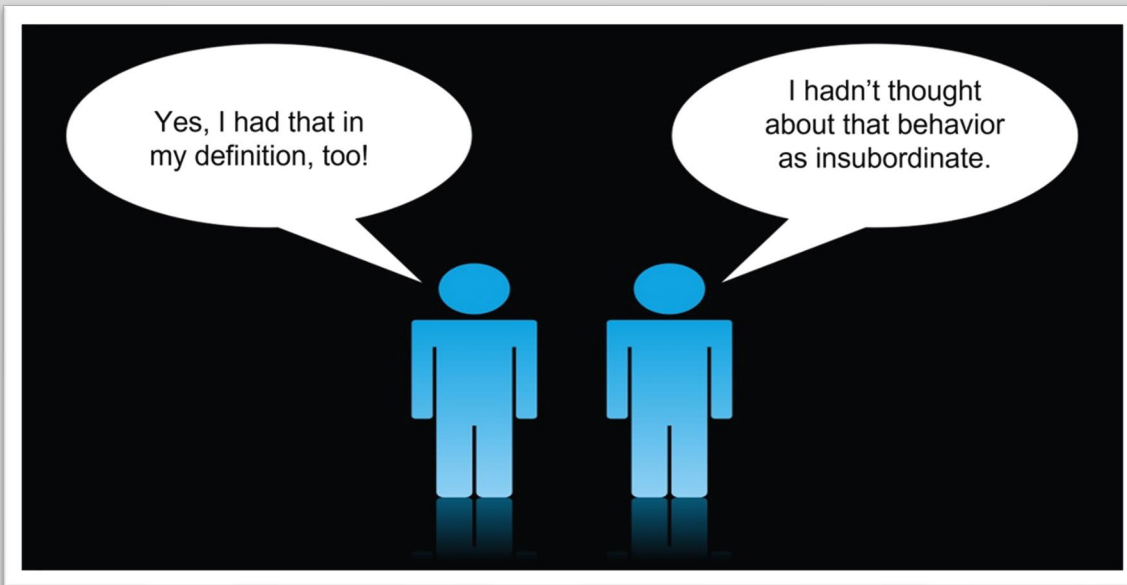
## Activity 2: Developing Appropriate Definitions of Problem Behaviors

- **Step 1:** What do YOU think?
  - How do you define **insubordination**?
  - What does **insubordination** look like to you?



# YOUR TURN: Pondering Pairs

## Activity 2: Developing Appropriate Definitions of Problem Behaviors



- **Step 2:** Compare your definition with a partner. Come up with one common definition
- **Step 3:** As a table group, compare your definitions and narrow it down to one common definition
- **Step 4:** Whole group discussion



# Defining Behaviors



- The School-wide Information System (SWIS) developers have definitions for problem behaviors
- The definitions are **clear, observable**, and can be **measurable**
- Examples for both minor and major behaviors are in the workbook



## Minor Problem Behaviors

### School-Wide Information Systems (SWIS) Definitions of Problem Behaviors

Minor Problem Behavior	Definition
Defiance/ Insubordination/ Non-Compliance (M-Defiance)	Student engages in brief or low-intensity failure to follow directions or talks back.
Disrespect (M-Disrespt)	Student delivers low-intensity, socially rude or dismissive messages to adults or students.
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption.
Dress Code Violation (M-Dress)	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language.
Other (M-Other)	Student engages in any other minor problem behaviors that do not fall within the above categories.
Physical Contact/ Physical Aggression (M-Contact)	Student engages in non-serious, but inappropriate physical contact.
Property Misuse (M-Prpty Misuse)	Student engages in low-intensity misuse of property.
Tardy (M-Tardy)	Student arrives at class after the bell (or signal that class has started).
Technology Violation (M-Tech)	Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.



# Major Problem Behaviors

## School-Wide Information Systems (SWIS) Definitions of Problem Behaviors

Major Problem Behavior	Definition
Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan)	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.
Arson (Arson)	Student plans and/or participates in malicious burning of property.
Bullying (Bullying)	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.
Defiance/ Insubordination/ Non-Compliance (Defiance)	Student engages in refusal to follow directions or talks back.
Disrespect (Disrespect)	Student delivers socially rude or dismissive messages to adults or students.
Disruption (Disruption)	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Dress Code Violation (Dress)	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.
Fighting (Fight)	Student is involved in mutual participation in an incident involving physical violence.

# YOUR TURN

## Activity 3: Situational Appropriateness



Disciplinary language: Behavioral definitions	AT SCHOOL it looks like.....	AT HOME it looks like.....	In my NEIGHBORHOOD it looks like.....
Dress code/Appearance:	<ul style="list-style-type: none"> <li>• See through or revealing garments are not appropriate</li> <li>• Undergarments must be completely covered</li> <li>• Use of hats or head coverings are allowed only for medical or religious reasoning</li> <li>• Clothing cannot depict vulgar, sexual acts, or promote the use of drugs and or alcohol</li> </ul>	<p>Clothing and appearance choices (hair, makeup, nails, head coverings, jewelry, etc.)</p> <ul style="list-style-type: none"> <li>• Reflect comfort, personality, and preference of the wearer.</li> <li>• Reflects the culture of the family, including religion.</li> <li>• May reflect parent/guardian influence.</li> <li>• May reflect current fashion trends and styles.</li> <li>• May reflect socio-economic status of the wearer.</li> </ul>	<p>Clothing and appearance choices (hair, makeup, nails, head coverings, jewelry, etc.)</p> <ul style="list-style-type: none"> <li>• Reflect comfort, personality, and preference of the wearer.</li> <li>• Reflects the culture of the family, including religion.</li> <li>• May reflect parent/guardian influence.</li> <li>• May reflect current fashion trends and styles.</li> <li>• May reflect socio-economic status of the wearer.</li> </ul>
--	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

# Include Families as Active Partners in Decision Making

- Provide opportunity for feedback
  - Create a survey
  - Schedule a meeting that includes all stakeholders to come to a consensus on acceptable rules
  - Develop a plan to contact hard to reach families
- Provide resources
  - Provide tips on promoting positive behavior at home
  - One page document summarizing major and minor behaviors
  - Office hours to review behavior definitions and disciplinary actions

# YOUR TURN



## Activity 4: Completing T-chart for Problem Behaviors

- **T-Chart for Problem Behaviors**
  - List all Minor Behaviors (Teacher Managed) on one side
  - List all Major Behaviors (Office Managed) on the other side
  - Finalize the list and definitions
  - Provide additional examples for any behaviors that are listed as both Minor and Major.

<b>Teacher Managed Behavior (Minors)</b>	<b>Office Managed Behavior (Majors)</b>
<ul style="list-style-type: none"><li>• Attendance/Tardy – Inform parents on effect on academic performance</li><li>• Profanity directed at student</li><li>• Homework</li><li>• No supplies</li><li>• Tattling</li><li>• Non-compliance</li><li>• Name calling</li><li>• Lying</li><li>• Minor stealing</li><li>• Cheating</li><li>• Dress Code Violations</li><li>• Minor Harassment</li></ul>	<ul style="list-style-type: none"><li>• Attendance/Tardy</li><li>• Vandalism</li><li>• Substances</li><li>• Defiance</li><li>• Weapons</li><li>• Profanity directed at Adults</li><li>• Major disruptions</li><li>• Fighting</li><li>• Verbal/Physical intimidation</li><li>• Major stealing</li><li>• Cutting school</li><li>• Wanderers</li><li>• Gang Related Activity</li><li>• Chronic Dress Code</li></ul>

# YOUR TURN



## Activity 5: Defining Individual Behaviors

### Defining Individual Behaviors

1. Share discipline data identifying the top 5 behaviors showing up in your data and any descriptive data that describes what happened
2. Ask staff: What do you notice?
3. Arrange staff in vertical teams (multiple perspectives)
4. Assign each team one of the top 5 behaviors and provide them with the descriptive data
5. Ask teams to draw a T-chart with identified behavior at the top
6. Ask teams to identify behavioral examples of what minor and major types of this behavior look and sound like.

# YOUR TURN



## Activity 6: District List of Behavior Definitions

Behavior Category	Behavior Definitions	Examples
--	--	--
--	--	--
--	--	--
--	--	--
--	--	--



# Plan-Do-Study-Act (PDSA) Cycle



# Action Items and Planning



1. Identify action items below needed for full implementation
2. Add action items to the Action Plan in your workbook

Action Item	(Not In Place, Partially in Place, Fully In Place->)	NI	PI	FI
Engage staff in a facilitated process to define behaviors and differentiate between office-managed and classroom-managed behaviors		--	--	--
Develop examples and a plan for training staff on the difference between office-managed and classroom-managed behaviors		--	--	--
Create new or revise current district/school office discipline referral form to include all necessary fields for meaningful decision-making		--	--	--
Procedures exist for tracking classroom behavior problems		--	--	--

# Homework to Prepare for Module 4

## Before our next session...

1. Complete documentation of Major and Minor behavior categories and definitions

# Questions?



# Contact Us



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity



New York State Education Department  
Office of Special Education  
**Educational Partnership**  
Technical Assistance Partnership  
for Behavior



**UNIVERSITY AT ALBANY**  
State University of New York