

Creating Positive Change Through Investigation

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Workshop presented as part of the
Fostering Healthy Relationships Project

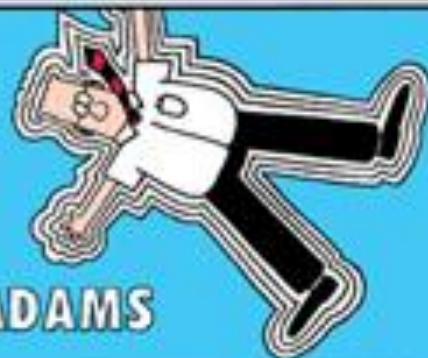




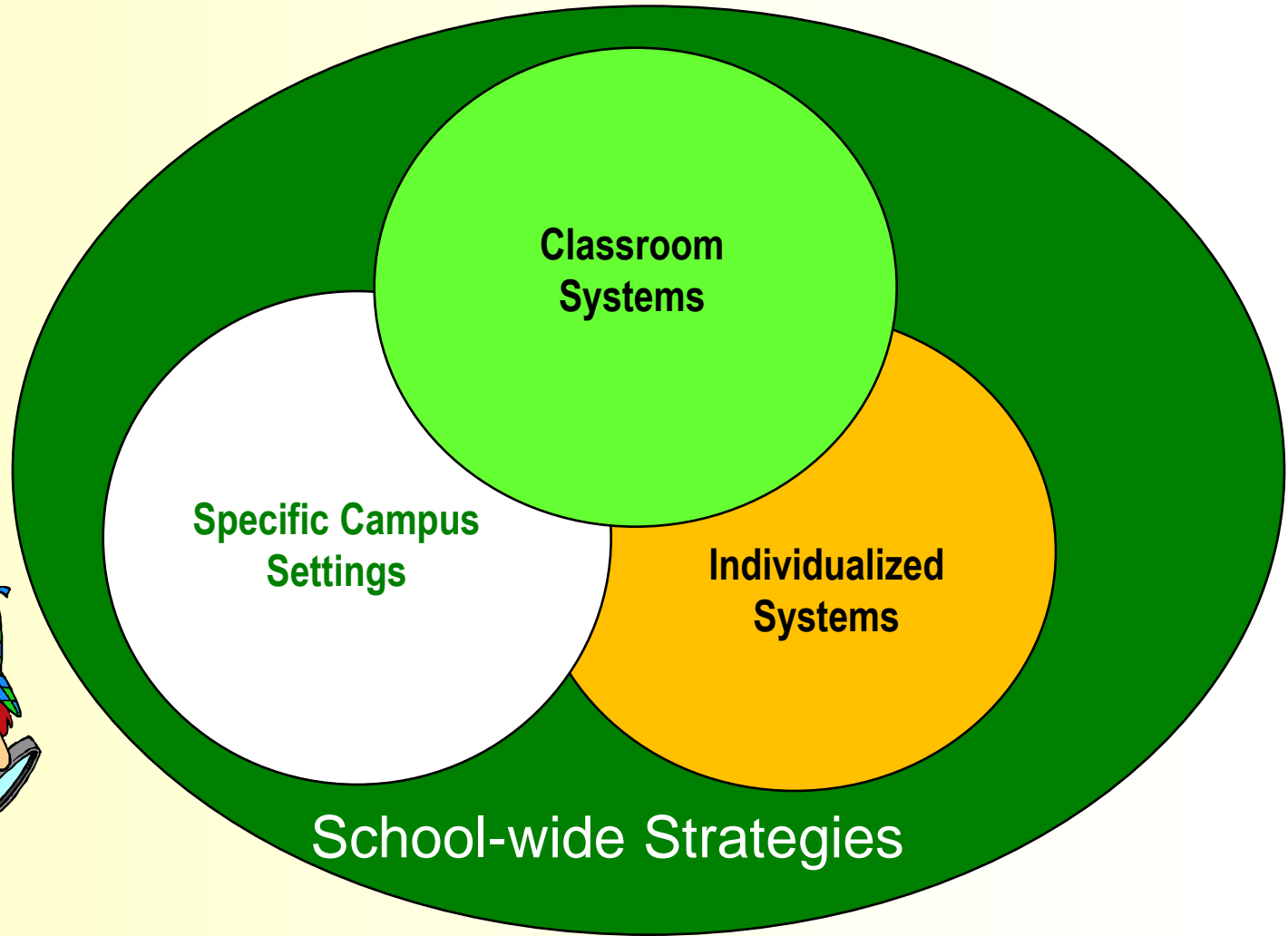
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SCOTT ADAMS



Creating Positive Change



Creating Positive Change

POSITIVE BEHAVIORAL SUPPORTS

- Proactive /Preventative
- Systemic
- Behaviorally based
- Team based



Creating Positive Change

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Creating Positive Change

- Recap of Successful Strategies
 - What is the behavior and why is it a problem
 - Direct measures in natural settings
 - Efficient and Explicit instruction
 - Sensitivity to growth
 - Systematic
 - maintaining/increasing appropriate behavior
 - Identify strengths and weaknesses
 - Re-teach misbehavior and reinforce appropriate behavior
 - Support self-management techniques



Creating Positive Change

- Recap of Successful Strategies
 - Include a wide collection of stakeholders
 - Examine existing information for patterns
 - Prioritize Realistic Positive Goals
 - Are respectful
 - Consistent across settings and students
 - Vary approaches
 - Monitor, review, and revise
 - Looks for Patterns
 - Discipline referrals
 - Complaints
 - Interviews
 - Observations



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by Mark Parisi

IT'S BEEN A GREAT INVESTMENT...
TALK ABOUT A TIME SAVER...



Creating Positive Change

- Recap of Successful Strategies
 - Prioritize Realistic and Positive Goals
 - Safety concerns
 - Severity of issue
 - Interference with academic/social/behavioral progress
 - Duration/Urgency
 - Social impact/isolation
 - Degree of positive outcomes associated with change



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- Successful Strategies Consider

Individual Factors

- Attitudes
- Expectations
- Verbal and nonverbal feedback

Group Factors

- Arrangement
- Procedures/Routines
- Organization/structure
- Transitions

Instruction Factors

- Curriculum
- Instructional strategies
- Student engagement



Creating Positive Change

- Effective Documentation:
 - Communicates to all parties involved
 - Tracks events (i.e., student progress)
 - Identifies unmet needs/trends
 - Allows for better planning
 - Protects the documenter
 - Refreshes our memory



Creating Positive Change

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- Important Notes
 - All forms of correspondence (notes, emails, phone calls, etc.) are documentation
 - leaving something out makes it look as though you're trying to hide it



Creating Positive Change

- Quality Documentation
 - Focuses on the issue(s) at hand
 - Is only long enough to make the point (KISS Principle)
 - The KEY issue in effective documentation is supporting your rationale or building a supportable rationale
 - Includes everything - leaving something out makes it look as though you're trying to hide it



Creating Positive Change

- Quality Documentation
 - Avoids using emotionally laden terminology
 - Disrespectful
 - Defiant
 - Disobedient
 - Refuses to follow directives



Creating Positive Change

- Quality Documentation

- Anecdotes are better than adjectives and adverbs

- John stubbornly refused to stay in line

- » **Versus**

- John left the line three times without permission between the classroom and lunch: 1. to say “hi” to a friend in another line, 2. to get a drink of water and 3. to look at an art project in the hallway



Creating Positive Change

- Basic Documentation Guidelines
 - Basic information on all documentation:
 - Setting (class, hallway, phone call)
 - FULL date
 - Approximate time event took place
 - Length of time being covered
 - Use clear and unambiguous language
 - Rely on facts and direct observations
 - (not what you have heard about in the lounge)
 - Avoid inflammatory language
 - (e.g., those people)
 - Write in the first person using a conversational tone



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Classroom Observation



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- Example 1
 - Cole insulted a teacher today. He screamed and yelled and violated the teacher's privacy. Apparently Cole's obsessive traits will no longer be tolerated by the district. He is being referred to the student discipline team.



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- Example 2
 - During a discussion of the prior uses of our historic school building, Cole stated the school had been used as a place to hang people. He added specific details of the crowd spitting on the people to be hanged. The teacher explained that the building had been a court house and not a place of hangings. Cole seemed upset by the explanation, so he was told that whoever told him about the hangings was just trying to scare him.



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Personal Documentation

- Keep data to support your actions or opinions
 - If you go to a workshop or read a book, obtain a copy of the supporting documentation
 - Keep only copies of original materials, no summations/printouts/etc





Disciplinary reason(s): Disrupting Class

Description: John was out of his seat, being loudly talking and walking around during class while a substitute teacher was present..

Disciplinary reason(s): Skipping AM tutorials

Description: John failed to attend tutorials for two consecutive days to make up missing assignments.

Disciplinary reason(s): Disrupting others in the building.

Description: John and a group of boys were yelling during the lunch period, disrupting others in the building. He and the boys ignored a teacher asking them to stop after she returned to her classroom.

Disciplinary reason(s): Failed to attend assigned detention.

Description:

Disciplinary reason(s): Skipping AM tutorials

Description: John was assigned AM detention for tardies and did not attend.

Disciplinary reason(s): Disrupting class

Description: John was loud and disruptive during class, ignoring the teacher's directive to quiet down. He then left the class at the bell without performing assigned tasks..

Disciplinary reason(s): Disrupting class, possession of prohibited object.

Description: John disrupted class after being asked to quiet down. Had a butane lighter in class.

Disciplinary reason(s): Cursing in the hallway

Description: Overheard cursing to another student about incident immediately above..

Consequence:

3 days afternoon detention

Consequence:

3 days afternoon detention.

Consequence:

3 days afternoon detention.

Consequence:

3 days In-School-Suspension (ISS)

Consequence:

2 – 3 days afternoon detention (assignment doubles for skipping initial days).

Consequence:

See below

Consequence:

See below

Consequence:

AEP for the remainder of the grading period (32 days).

<u>Location</u>	<u>Description</u>	<u>Consequence(s)</u>
DAEP	Sleeping in class. He reportedly admitted to not going to bed until 3am. He was warned twice and given the opportunity walk around and get a drink or wash his face, but he refused.	
Ag Class	Refused to work or go to the principal's office. He pushed a teacher in response to the teacher trying to force him from his chair. He was escorted from class by the campus officer.	Assigned to DAEP for 17 days.
Introduction to Construction Trades	Refused to work or go to the principal's office. Climbed on top of the classroom into the storage area. He was reported to be very hyperactive. He was escorted from the class by the campus officer.	
DAEP	Talking, commenting and refusing to relinquish his seat when asked.	Extra day in DAEP.
DAEP	"Trash Talking" with another student in DAEP.	
DAEP	Talking in class. "Refusing" to be quiet.	
DAEP	Persistent talking after a number of warnings.	Sent home with Mother for rest of the day.
DAEP	Persistent talking following several warnings. Arguing with another student.	
DAEP	Teacher went to DAEP to coordinate what Introduction to Construction Trades assignments were due. He "got onto" Charles for not completing the assignments. Charles "jumped up" and told Mr. Morris he did not want him telling him what to do. Mr. Morris left the building.	
DAEP	Talking after lunch, so he was moved to the quiet room. He continued making noises, talking and disturbing others. After the door was closed, he moved to sleeping, accompanied by random talking and noises	Verbal Warning.
Concession Stand	Broke into and raided concession stand over the weekend.	DAEP assignment for rest of the semester.



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**The information
is there, you just
have to find it.**



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Questions/Comments

