Creating Positive Change
Through Investigation

Robb N. Matthews
Texas A&M University

Workshop presented as part of the Fostering Healthy Relationships Project
I enjoyed meeting your staff. Keep up the good work.

This isn't my staff. I report to the guy who reports to you.

Really? Which one of you reports to me?

Well, that explains why you keep hanging around outside my office.

I've been going to your office for years, waiting for you to get off the phone so I could talk to you.

I've been making fake phone calls for years, hoping the weirdo outside my office would go away.

Keep up the good work.
Creating Positive Change

- School-wide Strategies
  - Classroom Systems
  - Individualized Systems
  - Specific Campus Settings

School-wide Strategies
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*POSITIVE BEHAVIORAL SUPPORTS*

- Proactive /Preventative
- Systemic
- Behaviorally based
- Team based
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off the mark.com by Mark Parisi

HE'S GOT A WARRANT!
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
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• 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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off the mark.com
by Mark Parisi

IT'S BEEN A GREAT INVESTMENT...
TALK ABOUT A TIME SAVER...
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• 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
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• 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
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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
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• 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
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- Quality Documentation
  - Avoids using emotionally laden terminology
    - Disrespectful
    - Defiant
    - Disobedient
    - Refuses to follow directives
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• 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
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• 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 | **Consequence:** 3 days afternoon detention |
| **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 | **Consequence:** 3 days afternoon detention. |
| **Description:** John failed to attend tutorials for two consecutive days to make up missing assignments. |

| **Disciplinary reason(s):** Disrupting others in the building. | **Consequence:** 3 days afternoon detention. |
| **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. | **Consequence:** 3 days In-School-Suspension (ISS) |
| **Description:** |

| **Disciplinary reason(s):** Skipping AM tutorials | **Consequence:** 2 – 3 days afternoon detention (assignment doubles for skipping initial days). |
| **Description:** John was assigned AM detention for tardies and did not attend. |

| **Disciplinary reason(s):** Disrupting class | **Consequence:** See below |
| **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. | **Consequence:** See below |
| **Description:** John disrupted class after being asked to quiet down. Had a butane lighter in class. |

<p>| <strong>Disciplinary reason(s):</strong> Cursing in the hallway | <strong>Consequence:</strong> AEP for the remainder of the grading period (32 days). |
| <strong>Description:</strong> Overheard cursing to another student about incident immediately above. |</p>
<table>
<thead>
<tr>
<th>Location</th>
<th>Description</th>
<th>Consequence(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAEP</td>
<td>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.</td>
<td>Assigned to DAEP for 17 days.</td>
</tr>
<tr>
<td>Ag Class</td>
<td>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.</td>
<td>Extra day in DAEP.</td>
</tr>
<tr>
<td>Introduction to Construction Trades</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>DAEP</td>
<td>Talking, commenting and refusing to relinquish his seat when asked.</td>
<td>Sent home with Mother for rest of the day.</td>
</tr>
<tr>
<td>DAEP</td>
<td>“Trash Talking” with another student in DAEP.</td>
<td></td>
</tr>
<tr>
<td>DAEP</td>
<td>Talking in class. “Refusing” to be quiet.</td>
<td></td>
</tr>
<tr>
<td>DAEP</td>
<td>Persistent talking after a number of warnings.</td>
<td></td>
</tr>
<tr>
<td>DAEP</td>
<td>Persistent talking following several warnings. Arguing with another student.</td>
<td></td>
</tr>
<tr>
<td>DAEP</td>
<td>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.</td>
<td>Verbal Warning.</td>
</tr>
<tr>
<td>DAEP</td>
<td>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</td>
<td>DAEP assignment for rest of the semester.</td>
</tr>
<tr>
<td>Concession Stand</td>
<td>Broke into and raided concession stand over the weekend.</td>
<td></td>
</tr>
</tbody>
</table>
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The information is there, you just have to find it.
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Questions/Comments