Positive Discipline

Special Education Advisory Committee (SEAC)—May, 2016

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Positive Behavioral Interventions and Supports (PBIS)

- LCPS began implementing the PBIS framework in 2007 in five schools.

- As of June 2014, all schools in LCPS have been trained in the implementation of PBIS.

- For the 2015-2016 School Year, PBIS is being implemented in 55 elementary, 15 middle, and 15 high schools as well as Monroe Technology, Douglass School, and the Juvenile Detention Center, bringing the total to 88 sites.
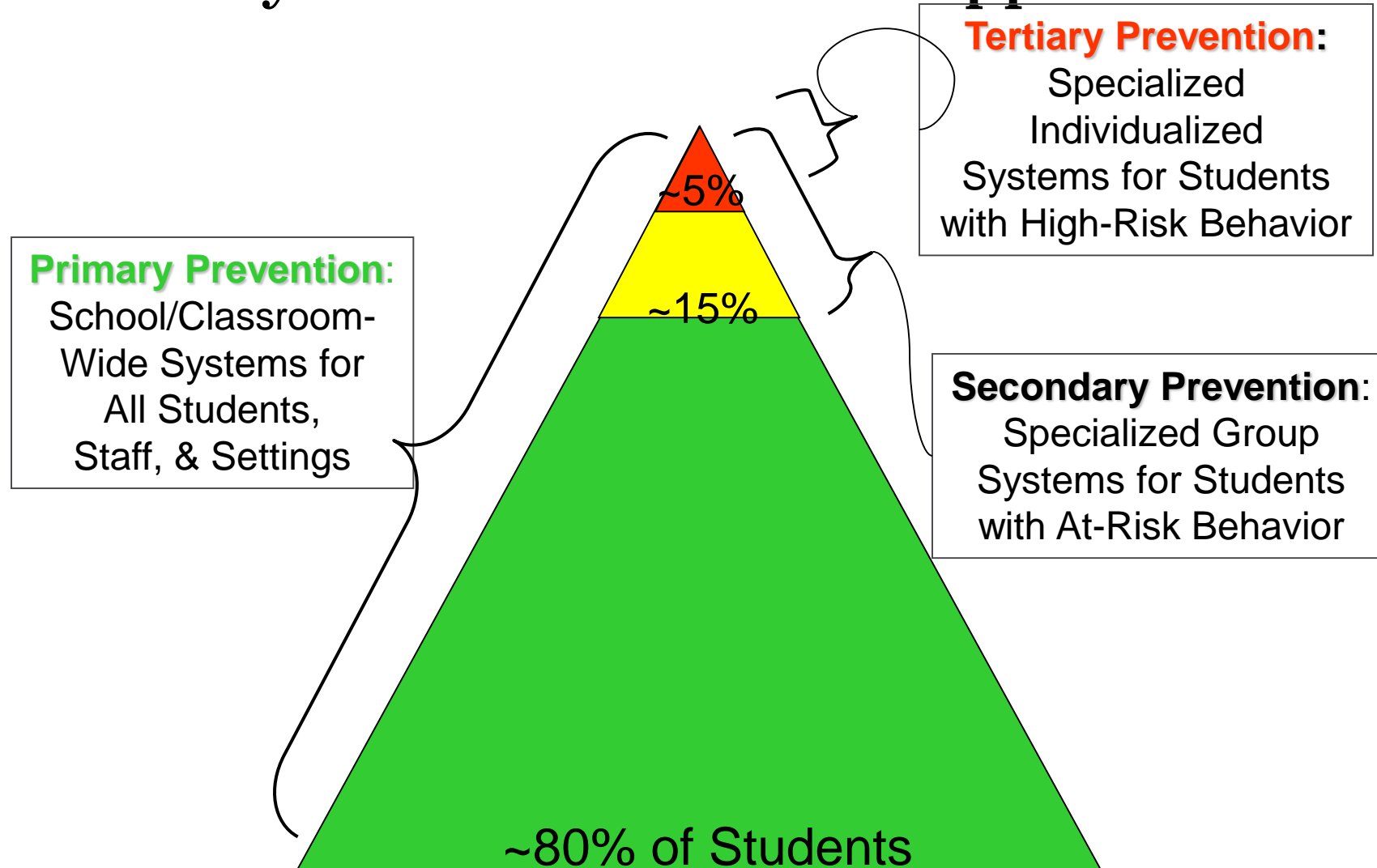
Schools using PBIS Nationwide

August, 2015

21,278
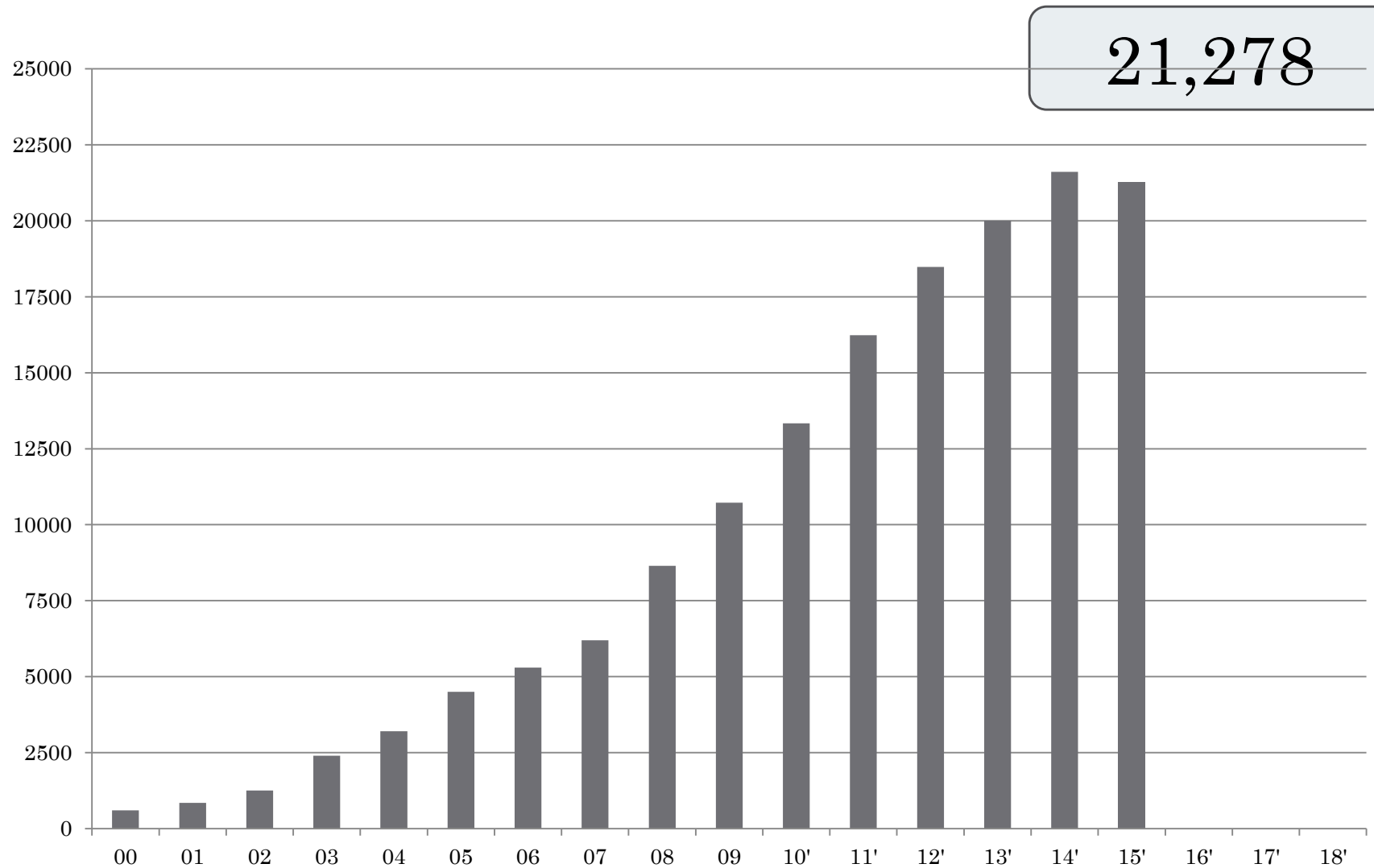
PBIS...

- **_Is_** an approach for teaching children appropriate behavior and providing the supports necessary to sustain that behavior.

- **_Is not_** a curriculum - it is a framework to identify needs, develop strategies, and evaluate practice toward success

Multi-tiered System of Behavioral Support

Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

Primary Prevention:
School/Classroom-
Wide Systems for
All Students,
Staff, & Settings

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior

~5%

~15%

~80% of Students

Behavior in the Classroom—Installing Classroom Management Systems

- Explicit Instruction of Expectations

- Development of Rules, Routines, and Procedures

- Opportunities to Respond

- Behavior Specific Praise

- Positive Classroom Management System

- Error Correction

Behavioral Considerations…

- Questions to consider…
  - 1. Have we implemented the core/Tier 1 with fidelity for ALL students across the school?

  - 2. Is there an established relationship with the students?
    - Connection before content

  - 3. What behavioral supports are available to support behavior within the classroom?
    - How is support differentiated to meet the various needs of students?

  - 4. What is the perceived function of the behavior?

  - 5. What strategies are used for active engagement?

  - 6. Is there an understanding of the characteristics of various learners? (i.e., disability category, cultural components, etc)
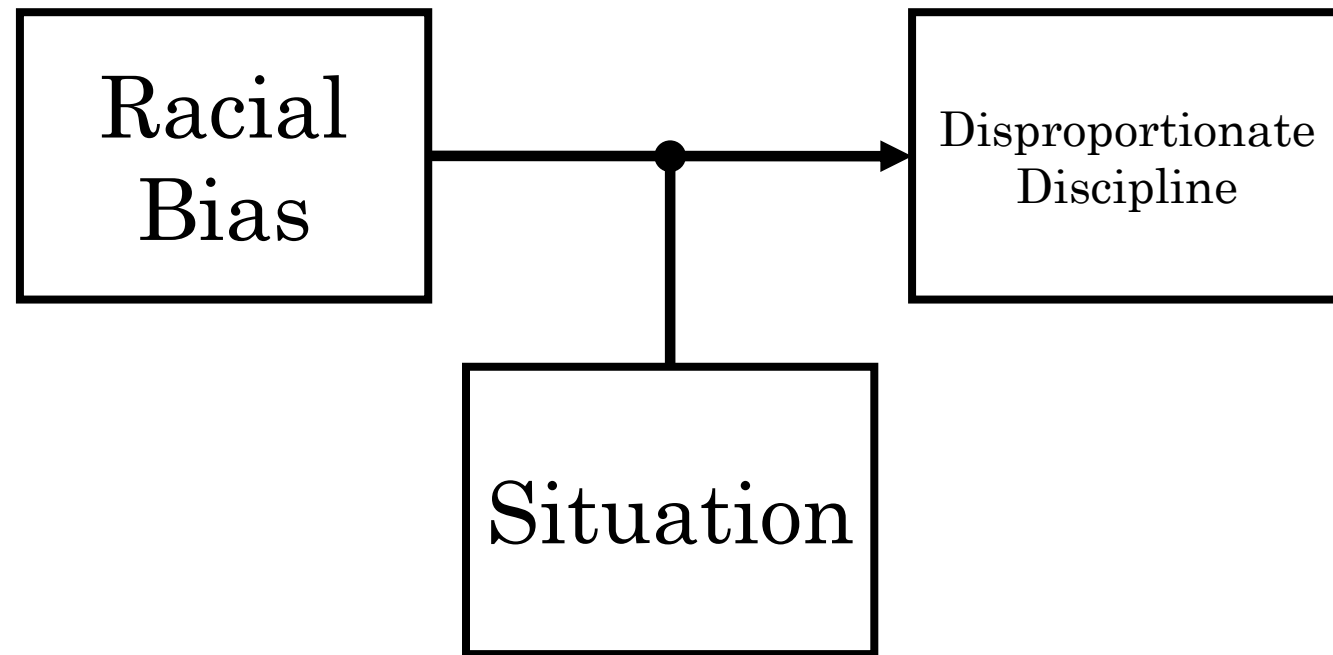
Alternative Responses to Traditional Discipline

Change the Words, Change the Conversation….Moving from Discipline to Intervention

- Implementation of Classroom Techniques

- Implementation of an Intervention Plan

- Mediation & Conferencing

- Restorative Practices

*Plans for reintegration are necessary when discipline occurs

How can we reduce implicit bias in our decision making?

Racial Bias → Disproportionate Discipline

Situation

Susan Barrett, LCPS
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Kirwan Institute

"Implicit biases come from the culture. I think of them as the thumbprint of the culture on our minds. Human beings have the ability to learn to associate two things together very quickly—that is innate. What we teach ourselves, what we choose to associate is up to us."

Dr. Mahzarin R. Banaji, quoted in Hill, Corbett, & Rose, 2010, p. 78

Susan Barrett, LCPS
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Our Species survived for a reason

- Our brains are wired to look for patterns

- When we are forced to make quick decisions, we use our automatic associations to respond

Susan Barrett, LCPS
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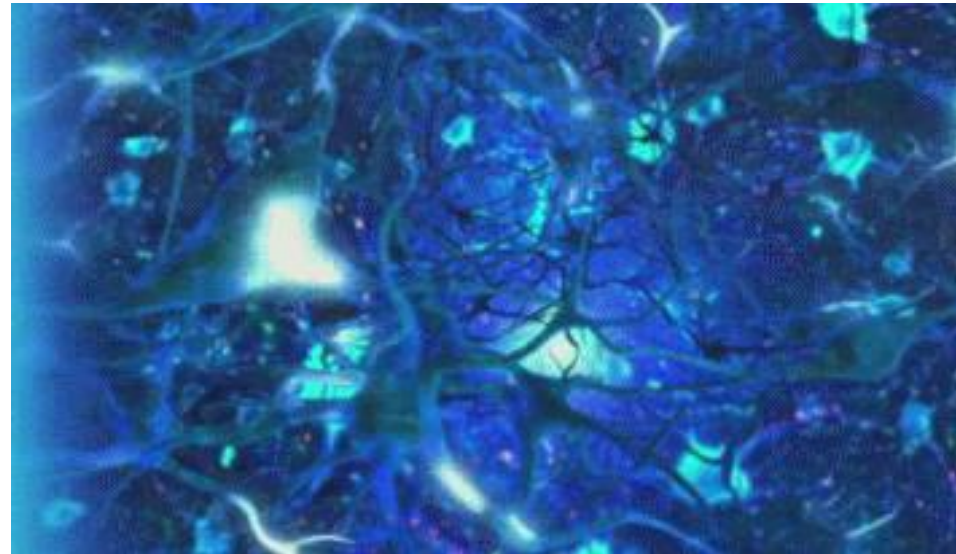
What is implicit bias?

- Unconscious, automatic

- Based on stereotypes

■ We all have it (even those affected by it)

■ Generally **not** an indication of our beliefs and values

- More likely to influence:
  - Snap decisions
  - Decisions that are ambiguous

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Two Systems for Decision Making
(Kahneman, 2011)

- System 1: *Fast Decisions*
  - Automatic, snap judgments
  - Intuitive, unconscious

- System 2: **Slow Decisions**
  - Deliberate decisions
  - Allows for conscious attention

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Discussion

- Which decisions in schools are more likely to be snap judgments?

☐ Correcting a student's behavior

☐ Sending a student to the office

☐ Picking which student to call on

☐ Deciding whether to call a student's parent

☐ Suspending a student from school

☐ Grading students' work

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What is a Vulnerable Decision Point (VDP)?

- A specific decision that is more vulnerable to effects of implicit bias

- Two parts:
  - Elements of the **situation**
  - The person's **decision state** (internal state)

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How do you respond when you are….

- Tired

- Hungry

- Overwhelmed

- Other…

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Decision States:
## Resource Depletion
(Girvan et al., 2014)

- As we become fatigued, our filters for appropriate behavior can be affected

- Effects of hunger (Gailliot et al., 2009)

- Decreases in willpower later in day
  - "The Morning Morality Effect" (Kouchaki & Smith, 2014)
  - Examples…

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Two-step Neutralizing Routine for Staff:

- When you see unwanted behavior, stop and ask yourself:

1. Is this a VDP?
   - **Situation**
   - **Decision state**

2. If so, use an agreed-upon alternative response

Neutralizing Routines for Reducing Effects of **Implicit Bias**

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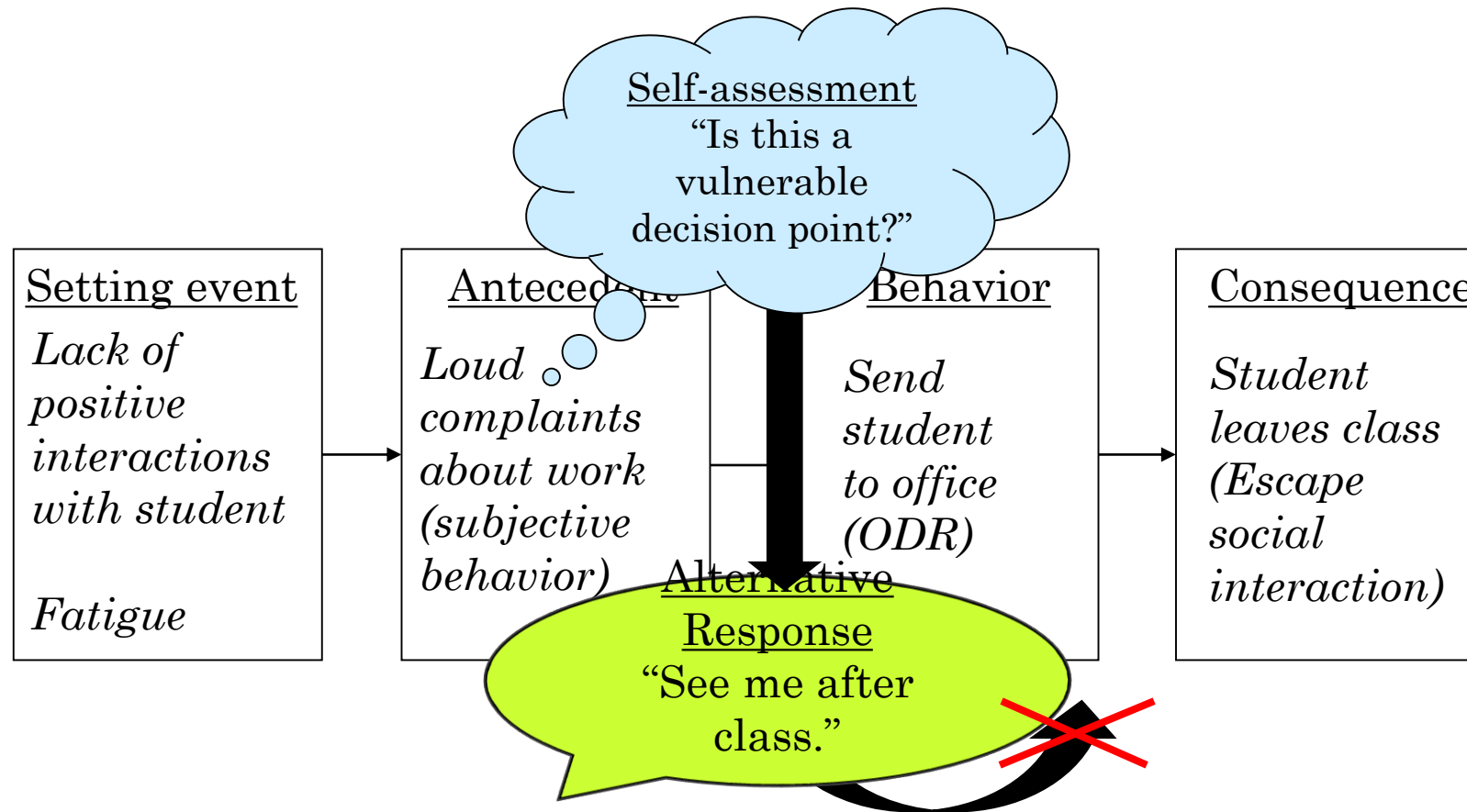
What makes for a good neutralizing routine?

1. If-then statement

2. Brief

3. Clear steps

4. Doable

5. Interrupts the chain of events

Neutralizing Routine Examples

- If this is a VDP…,
    - "See me after class/at the next break"
    - am I acting in line with my values?
    - delay decision until I can think clearly
    - ask the student to reflect on their feelings/behavior
    - take two deep breaths
    - recognize my upset feelings and let them go
    - "I love you, but that behavior is not ok"
    - picture this student as a future doctor/lawyer
    - assume student's best effort at getting needs met
    - model cool-down strategy