Discipline Systems that Work

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Three Tiered Intervention Model

- **Tier I**
  - Policies/Practices School Wide
  - Building-level assessment
  - Building-wide initiatives re: awareness and prevention
  - Data monitoring system
  - Student/staff/parent awareness training
  - Bully Prevention Program

- **Tier II**
  - Bully prevention support from staff
  - Coaching
  - Increased supervision and parent involvement
  - Small group interventions
  - Peer monitoring/support programs

- **Tier III**
  - Individual/Group targeted interventions
  - Social Skills/Anger Control Training
  - Individual behavior plans
  - Alternative Education
  - Home/community supervision and support
Stages of Implementing Comprehensive Discipline Programs

- **Consensus**
  - Belief is shared
  - Vision is agreed upon
  - Implementation requirements understood

- **Infrastructure Development**
  - Training
  - Tier I, II and III intervention systems
  - Data collection and monitoring

- **Implementation**
  - **Skill support, coaching**
Building Consensus

- Beliefs
- Understanding the “Need”
  - Building Behavior and Bully Data
- Skills and/or Support
2005-2007 Total Discipline Data Per Month

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Building Infrastructure

• So, what are the essential components of a comprehensive bully prevention plan?
Essential Components

• Multiple tiers of intervention service delivery—such as a three-tier model
• Problem-solving method
• An integrated data collection/assessment system to inform decisions at each tier of service delivery
Three Tiered Model of School Supports

Academic Systems

Tier 3: Intensive, Individual Interventions
Individual Students
Assessment-based
High Intensity
Of longer duration

Tier 2: Targeted Group Interventions
Some students (at-risk)
High efficiency
Rapid response

Tier 1: Universal Interventions
All students
Preventive, proactive

Behavioral Systems

Tier 3: Intensive, Individual Interventions
Individual Students
Assessment-based
Intense, durable procedures

Tier 2: Targeted Group Interventions
Some students (at-risk)
High efficiency
Rapid response

Tier 1: Universal Interventions
All settings, all students
Preventive, proactive
Three Tiered Model of School Supports: Anclote Elementary-Pasco County

**Tier 1: Core Curriculum**
- All students
- Reading: Houghton Mifflin
- Math: Harcourt
- Writing: Six Traits Of Writing
- Learning Focus Strategies

**Tier 2: Strategic Interventions**
- Students that don’t respond to the core curriculum
- Reading: Soar to Success, Leap Frog, CRISS strategies, CCC Lab Math: Extended Day
- Writing: Small Group, CRISS strategies, and “Just Write Narrative” by K. Robinson

**Tier 3: Comprehensive and Intensive Interventions**
- Individual Students or Small Group (2-3)
- Reading: Scholastic Program, Reading Mastery, ALL, Soar to Success, Leap Track, Fundations

**Tier 3: Intensive Interventions**
- Individual Counseling
- FBA/BIP
- Teach, Reinforce, and Prevent (TRP)
- Assessment-based
- Intense, durable procedures

**Tier 2: Targeted Group Interventions**
- Some students (at-risk)
- Small Group Counseling
- Parent Training (Behavior & Academic)
- Bullying Prevention Program
- FBA/BIP Classroom Management Techniques, Professional Development
- Small Group Parent Training, Data

**Tier 1: Universal Interventions**
- All settings, all students
- Committee, Preventive, proactive strategies
- School Wide Rules/Expectations
- Positive Reinforcement System (Tickets & 200 Club)
- School Wide Consequence System
- School Wide Social Skills Program, Data (Discipline, Surveys, etc.) Professional Development (behavior)
- Classroom Management Techniques, Parent Training
How the Tiers Work

- Goal: Student is successful with Tier 1 level of support—academic or behavioral
- Greater the tier, greater support and “severity”
- Increase level of support (Tier level) until you identify an intervention that results in a positive response to intervention
- Continue until student strengthens response significantly
- Systematically reduce support (Lower Tier Level)
- Determine the relationship between sustained growth and sustained support.
Tiers or Levels

- Tier One - Examining “Universal” Interventions
- Questions:
  - How is our current behavior/discipline plan working
  - What do the behavior data look like
  - Have we identified students at-risk?
  - What are student perceptions about school climate and safety?
TIER 1: School-Wide Discipline Programs:

Positive Behavior Support
Data Coach
Second Step
Child Development Project
Bully Prevention Program
Responding in Peaceful and Positive Ways
Tiers or Levels

- Tier Two: Examining “Supplemental” Interventions

- Hypotheses:
  - Ho: Student requires additional time for direct instruction
  - Ho: Focus of the curriculum must narrow
  - Ho: Lacks sufficient skills to benefit from universal interventions
  - Ho: Requires additional coaching and supervision
TIER 2: Strategic
Strategic/Supplemental Behavior Programs:

- Small Group SST
- Anger Coping
  Coping Power
- Peer/adult mentoring program
  Problem-Solving Skills Training
  Coaching
  Mentor
TIER 3: INTENSIVE Behavior Programs

- Individual counseling/therapy
  - Individual Behavior Plan
  - Rapid Response
- In-school alternative education
  - Frequent, daily mentoring
  - High Levels of Supervision
**Tier I (Universal) and Tier II (Supplemental) Interventions**

Victor D. 7

- **Grade-Level Social Skill Training**
- **Grade-Level Social Skill Training + Supplemental Group**
- **Grade-Level Social Skill Training + Supplemental Group + Self-Monitoring**

Rate of change to make benchmark in 18 weeks is +3% a week

- **Peer Group**
- **Target Student**
- **Trendline**

*Rate of change required each week for target student to reach benchmark is (+3 %)*
Website for Power Point

• http://sss.usf.edu