

Principles of Student Behavior Management

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What are common **myths** about behavior in schools?

Myth #1 – Schools shouldn't have to address behavior.

Myth #2.1 – If we would just consistently discipline behavior it would go away/get better.

OR

Myth #2.2 – Changing student behavior is all about relationships.

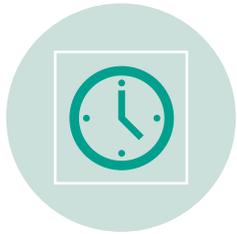
Myth #3 – Teachers are professionals and should be allow to use their expertise to address behaviors in their classroom.



Tell me about your role...

From your lens how is student behavior impacting your organization?

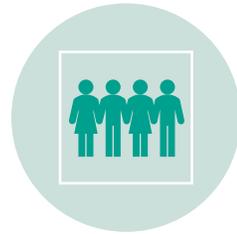
Impacts of Student Behavior



LOST INSTRUCTIONAL
TIME



TEACHER BURN-OUT
AND ATTRITION



COMMUNITY
PERCEPTION



RESOURCE
ALLOCATION (COST)



SAFETY AND
SECURITY

Addressing the Myths

Ownership
Myth



Belief
Myth



Professional
Myth





OWNERSHIP MYTH:
Schools shouldn't have to address behavior.

**District
Overview**

22 campuses
14,525 Students

At-Risk
59%

Economic
Disadvantage
63%

**Office Discipline
Referrals (ODR)**



**In School
Suspension (ISS)**



**Out of School
Suspensions (OSS)**



Teacher Outcomes

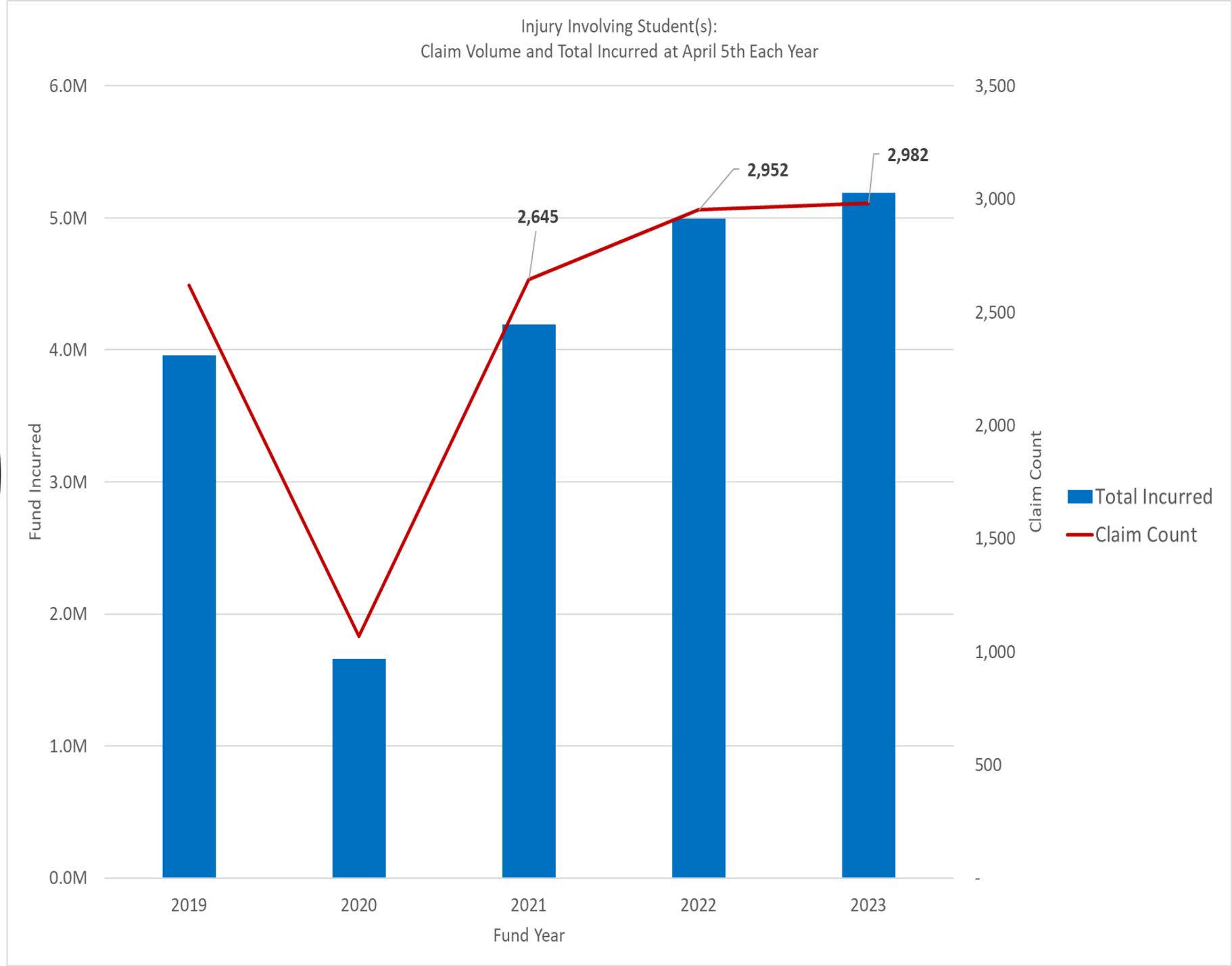
Nearly half of teachers leave the profession in the first 5 years.

(Ramos & Hughes, 2020; Freeman, et. al. 2014)

Attrition rates for teachers supporting students with behavioral needs and disabilities is higher than other teacher groups.

(Gilmour & Wehby, 2019)

TASB Loss Data: Injuries Involving Students



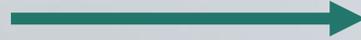
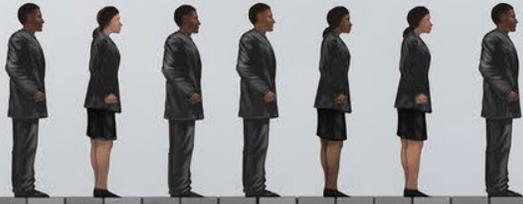


BELIEF MYTH:

More discipline or better relationships is the key.

DISCIPLINE

MOTIVATION



INSTRUCTION

Teach Skills & Strategies
Respond to Mastery
Respond to Non-Mastery

How do we develop **BEHAVIOR** skills?

What is the gap or missing skill?
What would we teach?



Beliefs → Thoughts → Actions

What is your
organization's philosophy on
behavior?



PROFESSIONAL MYTH:

Teachers should have autonomy with behavior practices.

Teacher Outcomes

Working with students with behavior needs increases risk of teacher burn-out.

(Brunsting, Sreckovic, & Lane, 2014)

More than 70% of teachers feel unprepared to address the social, emotional and behavioral needs of their students.

(Wagner et al., 2006)

Positive Behavior Interventions and Supports

District Alternative Education Placement

Restorative Practices

Restraint and Timeout protocols

Universal Screening ^{Bullying}

Evidence Based Interventions

Social Emotional Learning

Mentoring Programs

Guidance Lessons

Group and Individual counseling

Teacher training and coaching

Trauma Informed Practices

Classroom Management

Progress Monitoring

Mental Health and
Wellness

Texas Behavior Support Initiative

Drug and Alcohol
Preventions

Student Support Teams

Discipline responses

Suicide Prevention

Culturally Relevant Practices

Functional Behavior Assessment

Behavior Intervention Plans

Simplicity and Alignment



Photo credit: Shutterstock by Robert Gubbins

Implementation at All Tiers

TIERED BEHAVIOR SYSTEMS TRAY OF SUPPORTS



ACKNOWLEDGE

SKILL
BUILDING



CORRECTION



SYSTEM
SUPPORT



CONNECTIONS



DATA
INFORMED



Core Values Matrix:

Just as TEKS are formatted from broad skills to more specific standards, the Core Values Matrix defines broad values into observable action:

Be Safe
Be Respectful
Be Responsible



Matrix	Common Areas					
	Classroom	Hallway	Playground	Restroom	Cafeteria	Specials: Art, Music or PE
Be Respectful	- Raise hands to talk - Listen when others talk - Use inside voices	- Walk silently - Wave or smile at friends	- Listen to and follow directions - Inform a teacher when there is a problem	- Knock on stall door before entering	- Talk only to those at your table - Wait your turn	- Raise hands to talk - Listen when others talk - Use inside voices
Be Responsible	- Bring all needed supplies - Complete your homework or class work	- Keep back pack or other belongings on your back - Keep outside doors closed	- Use play equipment as intended - Return equipment - Dress for the weather	- Throw all hand towels, toilet paper and other objects in trash	- Eat your own food - Clean your area - Keep food, trays and utensils on the table	- Bring all needed supplies or materials
Be Safe	- Use materials as intended or directed	- Walk single file - Walk on the right side of the hall	- Hands feet and objects to self - Leave items on the ground - Down only on the slide	- Wash hands - Hands, feet and objects to self	- Stay seated until dismissed	- Use equipment in the way directed
Teacher	- Arrive on time - Come prepared - Encourage students - Acknowledge effort	- Walk at the end of the line	- Keep conversation with other staff to a minimum - Stand at your station	- Check restroom before your class leaves - Allow only 3 students in at a time	- Stay with you class through the lunch line - Pick up your class on time	- Remind your students of expectations before arriving at Specials

Core Values Matrix: Elementary

	Classrooms	Hallways	Playgrounds	Restrooms	Cateteria
Be Safe	<ul style="list-style-type: none"> - Keep hands feet and objects to self - Use materials as intended -Walk in the classroom 	<ul style="list-style-type: none"> -Walk single file -Walk on the right side of the hall -Keep outside doors closed 	<ul style="list-style-type: none"> - Keep hands feet and objects to self - Leave items on the ground 	<ul style="list-style-type: none"> - Wash hands - Keep hands, feet and objects to self 	<ul style="list-style-type: none"> - Stay seated until dismissed - Keep hands, feet and objects to self
Be Respectful	<ul style="list-style-type: none"> - Raise hands to talk - Listen when others talk - Use inside voices and school language 	<ul style="list-style-type: none"> - Silent voices - Wave or smile at friends 	<ul style="list-style-type: none"> -Listen to and follow directions from monitors -Inform a monitor if there is a problem -Take turns with others 	<ul style="list-style-type: none"> - Knock on stall door before entering - Use inside voices and school language 	<ul style="list-style-type: none"> - Talk only to those at your table - Use inside voices and school language - Wait your turn
Be Responsible	<ul style="list-style-type: none"> - Bring supplies & use as intended - Complete tasks or ask for help 	<ul style="list-style-type: none"> - Hold on to your belongings - Put trash in trashcan 	<ul style="list-style-type: none"> - Use play equipment as intended - Return equipment - Dress for the weather 	<ul style="list-style-type: none"> - Throw all hand towels, toilet paper and other trash in the trashcan 	<ul style="list-style-type: none"> - Eat your own food - Clean your area, put trash in trashcans - Keep food, trays and utensils on the table

Core Values Matrix: Secondary

	Professional	Technology	Common Areas	Social Settings	Transportation
Be Safe	<ul style="list-style-type: none"> - Use materials as intended or directed - Report concerns - Keep hands feet and objects to self 	<ul style="list-style-type: none"> - Know who you are communicating with - Protect your personal information - Report concerns 	<ul style="list-style-type: none"> - Walk inside the building - Stay in designated student areas - Keep outside doors closed 	<ul style="list-style-type: none"> - Remain with the group or chaperones - Report concerns 	<ul style="list-style-type: none"> - Obey right of way, speed limit, and traffic laws - Enter and leave in an orderly manner
Be Respectful	<ul style="list-style-type: none"> - Wait your turn to share - Listen to others - Use a conversational voice and professional word choice 	<ul style="list-style-type: none"> - Use professional word choice - Think before posting 	<ul style="list-style-type: none"> - Wait your turn - Use a conversational voice and professional word choice 	<ul style="list-style-type: none"> - Use professional word choice - Show good sportsmanship - Speak your opinions but listen to others 	<ul style="list-style-type: none"> - Use professional word choice - Make room for others to sit or pass by
Be Responsible	<ul style="list-style-type: none"> - Complete assigned tasks - Be on time with materials - Fulfill your commitments 	<ul style="list-style-type: none"> - Use electronics as directed in each setting - Turn off sounds/ringers or use headphones 	<ul style="list-style-type: none"> - Keep track of your belongings - Clean up after yourself 	<ul style="list-style-type: none"> - Dress for success - Use equipment as intended - Keep track of your belongings 	<ul style="list-style-type: none"> - Park or wait in designated areas only



Pre-planning Responses to VDPs

NON-
DISRUPTIVE

ESCALATED

DISRUPTIVE

CRISIS

Replace the Ladder with a Toolbox

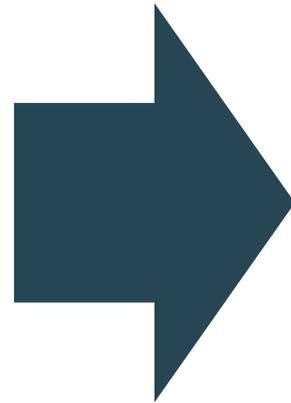


Photo credit: Shutterstock by donatas1205

Build Your Toolbox



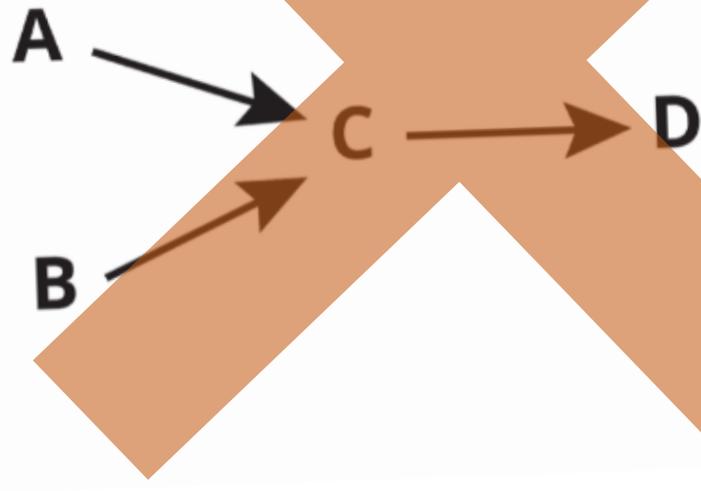
Photo Credit: Emergent Tree 2019

EXAMPLE: Corrective Strategies Toolbox

		Strategy	Description
Minor Behaviors	Non-Disruptive	Proximity	Movement of staff towards the source of the problem. Often does not require staff any verbal interaction.
		Praise Peers	Verbal statement of acknowledgment for a peer or group of students engaging in the desired replacement behavior.
		Non-Verbal Cues	Signals to cue students back to a task without using words. Example cues include finger put to lips or pointing towards a resource.
	Disruptive	Speak & Spin	Verbal redirection of student back to task. Includes calm restatement and non-threatening body posture. Staff turn and walk away.
		Private Conversation	Calm and confidential conversation between staff and student. Includes restatement of expectations and offer of support.
Major Behaviors	Escalated*	Take a Redo	Cuing student to practice the skill or strategy again with guidance. May include modeling from staff.
		Neutralizing Routine	Mental cues and strategies for staff to calm their own emotions before engaging with the student.
	Crisis*	De-escalation Scripts	Simple questions to validate student emotions, prompt strategies and space to calm down.
		Crisis Response Protocol	Campus procedure for indicating the need for assistance and to keep all students safe.

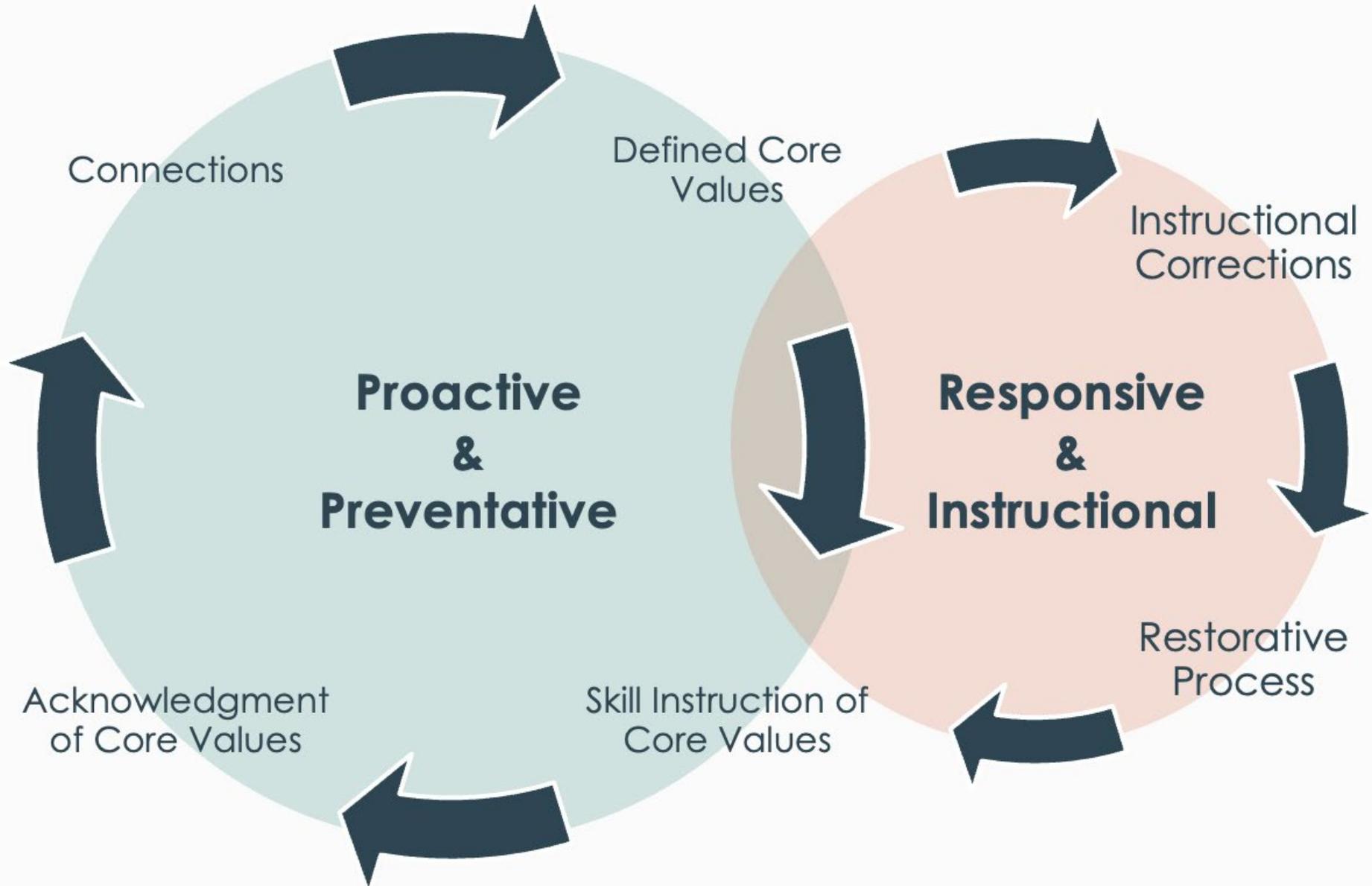
EVENT THINKING

Thinks in straight lines



How are we going to respond?

Systems Thinking



What can you do in your role to support behavior in your organization?

- Make space to talk about **beliefs**.
- Focus on **prevention** before response.
- Create **systems** not suggestions.
- Learn the **Science of Behavior** and its application in schools.

Questions?

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