



Welcome Back!





# White Board Strategy

## 4 Step Process:

1. "Ready? Read..." OR "Ready? Listen..." (*Preparation time*)
2. "Think..." (*Processing time*)
3. "Write..." (*Completion time*)
4. "Show" (*Unison answering*)





# White Board Quiz



What does the acronym “CHAMPS” stand for?

C= Conversation  
H= Help  
A= Activity  
M= Movement  
P= Participation  
S= signal





# White Board Quiz



What are the 4 components of a strong signal?

- Auditory
- Visual
- Kinetic
- Portable
- (and have a student response)





# White Board Quiz

INTERACTIVE

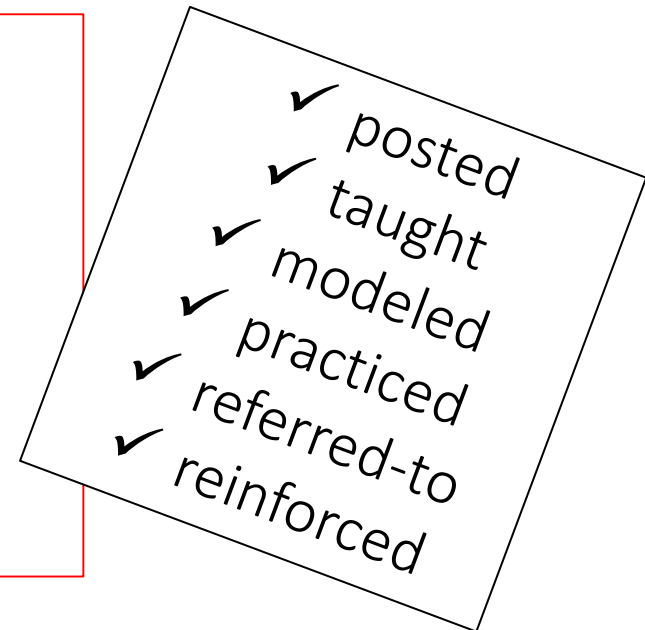
PARTICIPATORY

ENGAGING

INVOLVING

Rules should be..... (list at least 3 descriptors)

- 3-5
- Observable
- Measurable
- Connected to consequences
- Positively stated
- Specific behaviors
- For students only





# White Board Quiz



What are your school-wide expectations?

A whiteboard area with a red border. On the left side, there are five red dots arranged vertically. In the center of the whiteboard, there is a large red question mark.



# Corrective Consequences

iCHAMPS  
Module 5





# Corrective Consequences

Corrective Consequences are procedures used to **address** student misbehavior.







# Training Objectives

## By the end of this training, you will:

- Know the tiered system of consequences:
  - Proactive strategies
  - Instructional strategies
  - Staff-managed consequences
  - Office Discipline Referrals
  - Matrix consequences
- Learn several proactive and consequence strategies
- Understand the difference between a menu and a progressive system of consequences
- Determine when to write a referral by your school's plan
- Learn several de-escalation techniques



# First, some behavior facts...

1. Behavior is learned
2. Behavior has a function
3. Behavior can be changed

Positive interactions with students for displaying appropriate behavior are more likely to change behavior than punishment





# Discipline Practices

## Traditional

vs

## PBIS

- **Reactive**
- Evaluates the student
- Reiterates what is not acceptable
- Negative interactions
- Hidden expectations
- Stops (usually temporarily) or hides the misbehavior



**STUDENT** must change

- **Proactive**
- Evaluates the environment
- Designs procedures based on desired behavior
- Positive interactions
- Shared expectations
- Replaces misbehavior with new skills

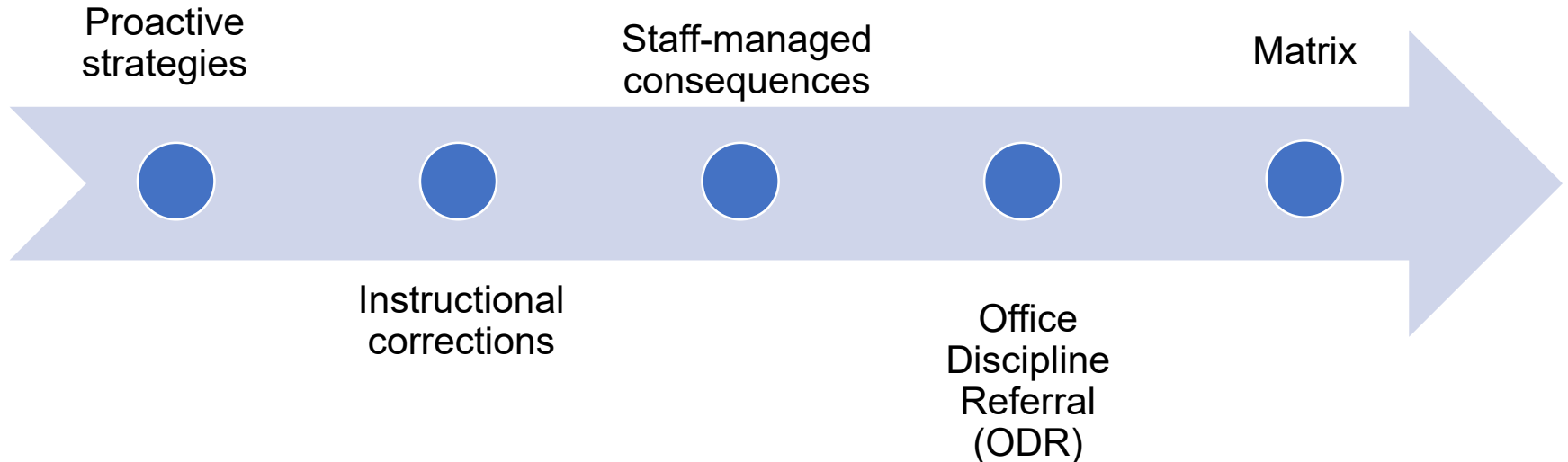
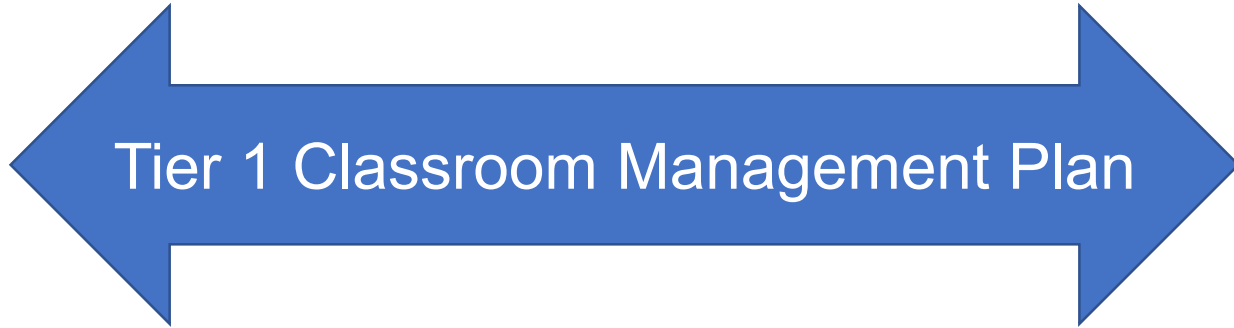


**Environment (WE)** must change





# Discipline Process





# Proactive strategies

## **Create a safe, structured environment**

- ✓ Teach expectations & rules frequently
- ✓ Use pre-corrections
- ✓ Provide clear choices
- ✓ Foster positive relationships
- ✓ Use planned ignoring
- ✓ Model desired behavior
- ✓ Frequently acknowledge positive behavior of peers
- ✓ Use pivot praise
- ✓ Reinforce positive changes in behavior immediately
- ✓ Speak with a calm voice





# Worksheet Practice



Complete section: A. Proactive Strategies

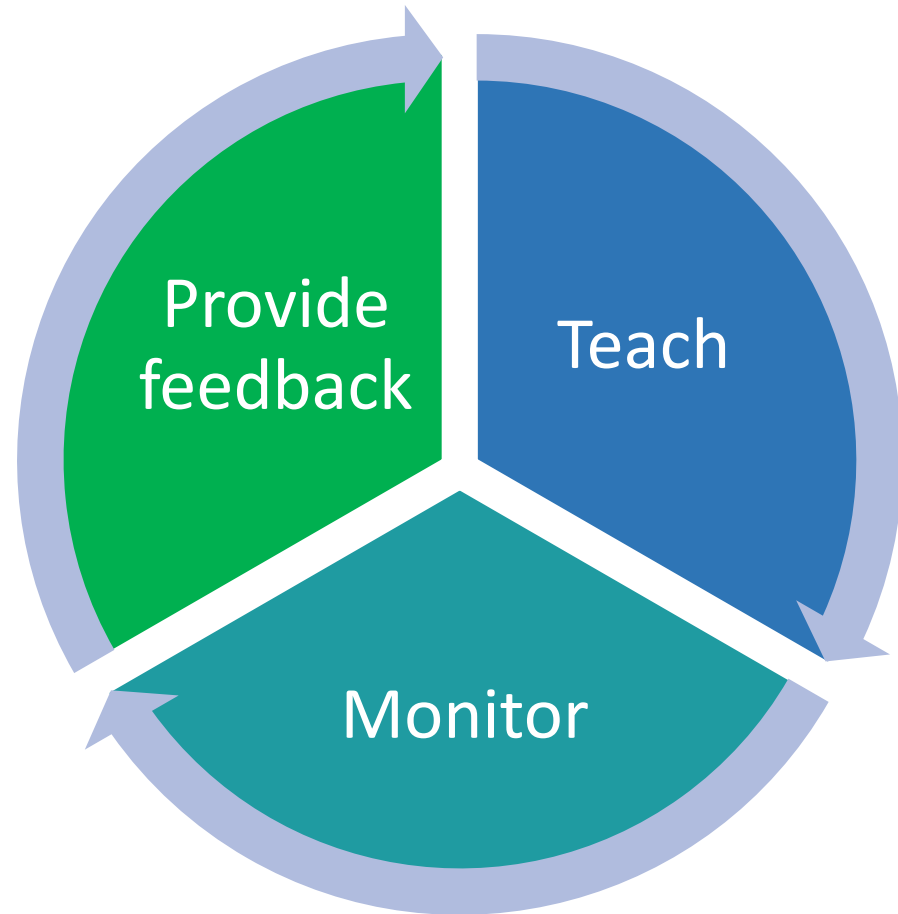
(Try to think of some strategies you already use that are not listed!)



# Instructional Corrections

Instructional correction provides information about the violation and how to correctly follow classroom structure

- Beginning of school year
- New students
- After long breaks
- When you don't see the behavior you want





# Minor Corrective Consequences

## For misbehaviors such as....

- Talking
- Calling out
- Brief off-task
- Playing with items
- Sitting in seat incorrectly
- Non-aggressive touching of others
- Making noises
- Not following CHAMPing directives

## use...

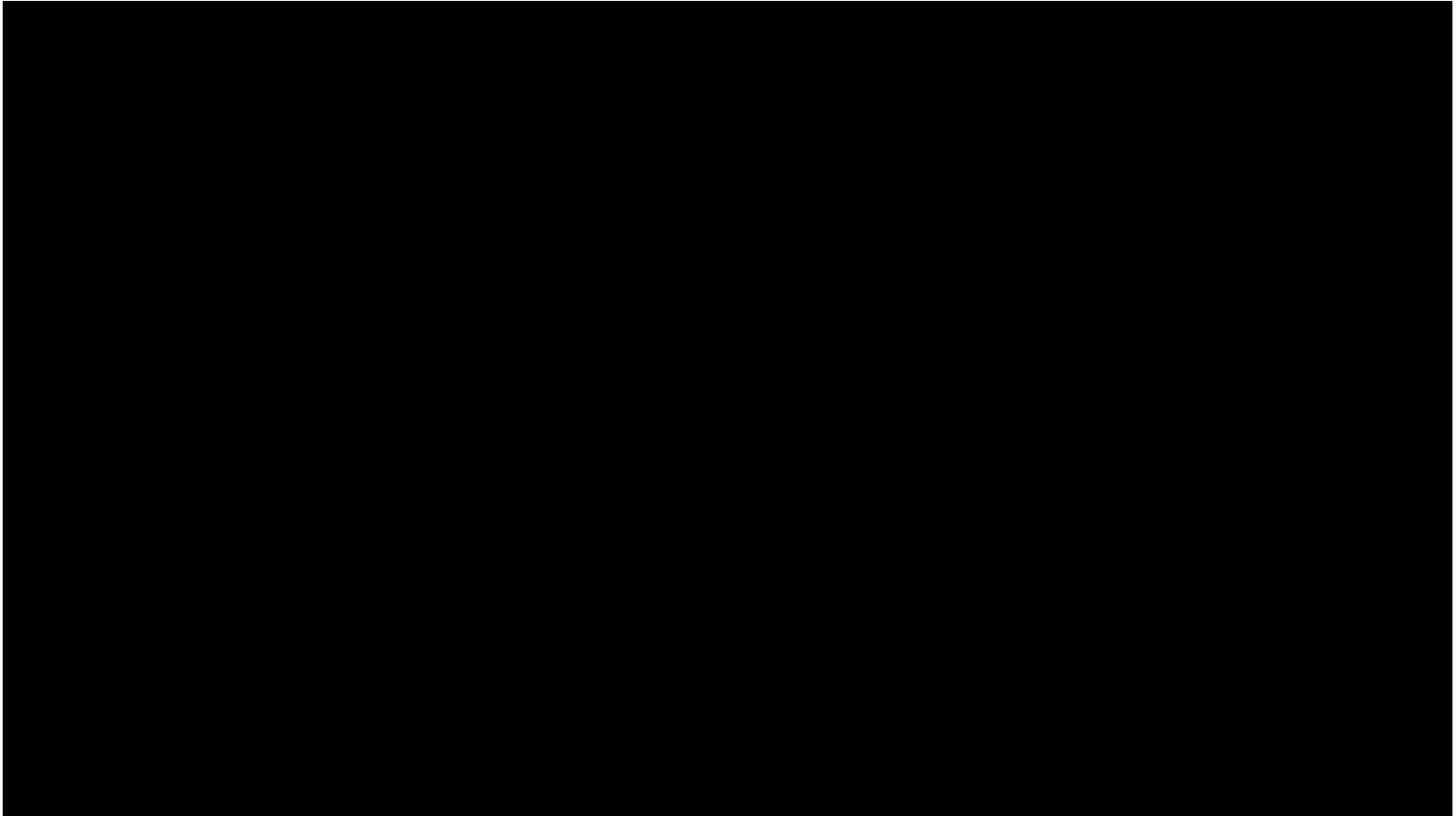
- ✓ Pre-correction
- ✓ Proximity control
- ✓ Gentle verbal reprimand
- ✓ Semi-private correction
- ✓ “Hit and Run”
- ✓ Non-verbal gestures & cues
- ✓ Discussion
- ✓ Humor
- ✓ Apology







# Video: K-5





# Video: 6-12





# Worksheet Practice



Complete Section: B. Minor Consequences



# Moderate Misbehaviors

For misbehaviors such as....

- Violating classroom rules
- Violating other location rules
- Touching others
- Cursing (not directed at anyone)
- Touching another person's items
- Out of seat or area
- Not following CHAMPing directives
- Ongoing disruption of instruction

**i.e., more than 3 minor behaviors in a half hour**





# Moderate Consequences

## Use:

- ✓ Time Out (in class)
- ✓ Time Out (in another class)
- ✓ Time Owed
- ✓ Restitution
- ✓ Positive Practice
- ✓ Over Correction
- ✓ Response Costs (Loss of Points)
- ✓ Demerit Points
- ✓ Behavior Form
- ✓ Family Contact

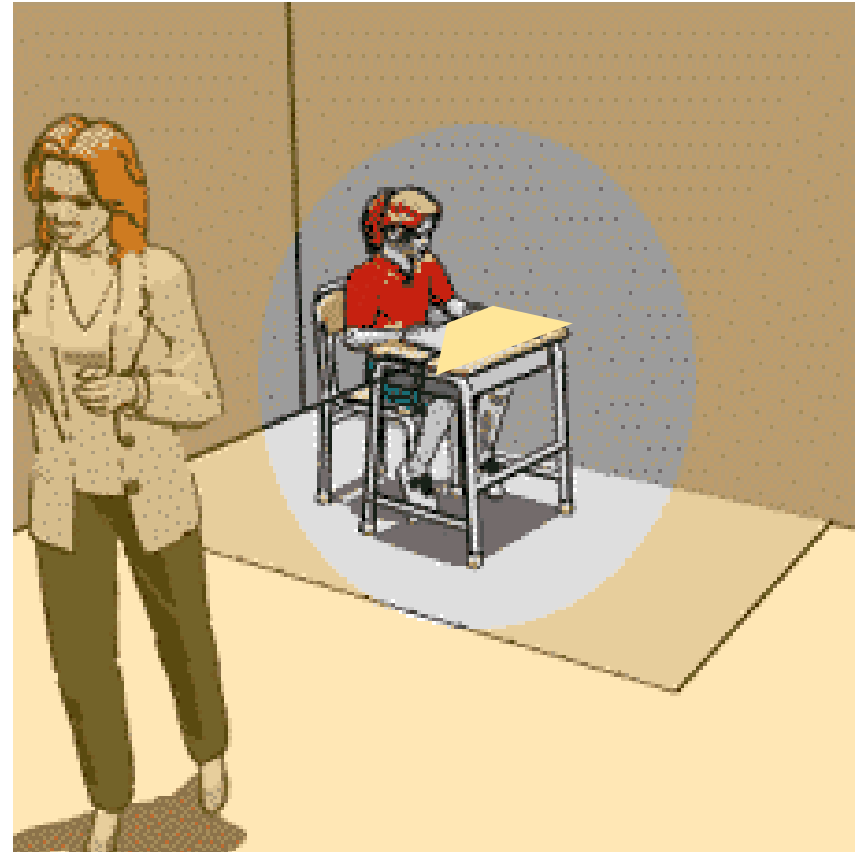
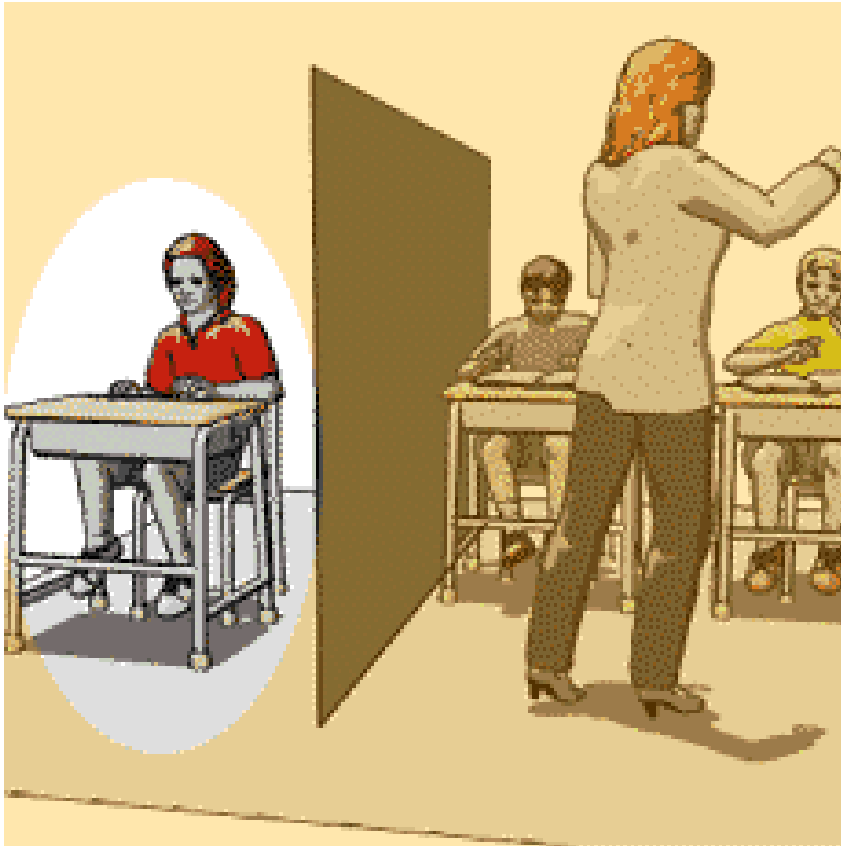


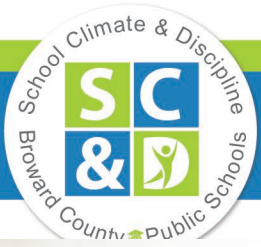


# Time Out (in class)



# Time Out Areas (in class)





# Time Out (out of class)

You have a 7-minute Time Out in Ms. Shelly's class. Leave your book bag here; she's expecting you.







# Time Owed

Rob, you have 2 minutes Time Out. If you dawdle, I will need to add the time it takes you to get over there and sit quietly.

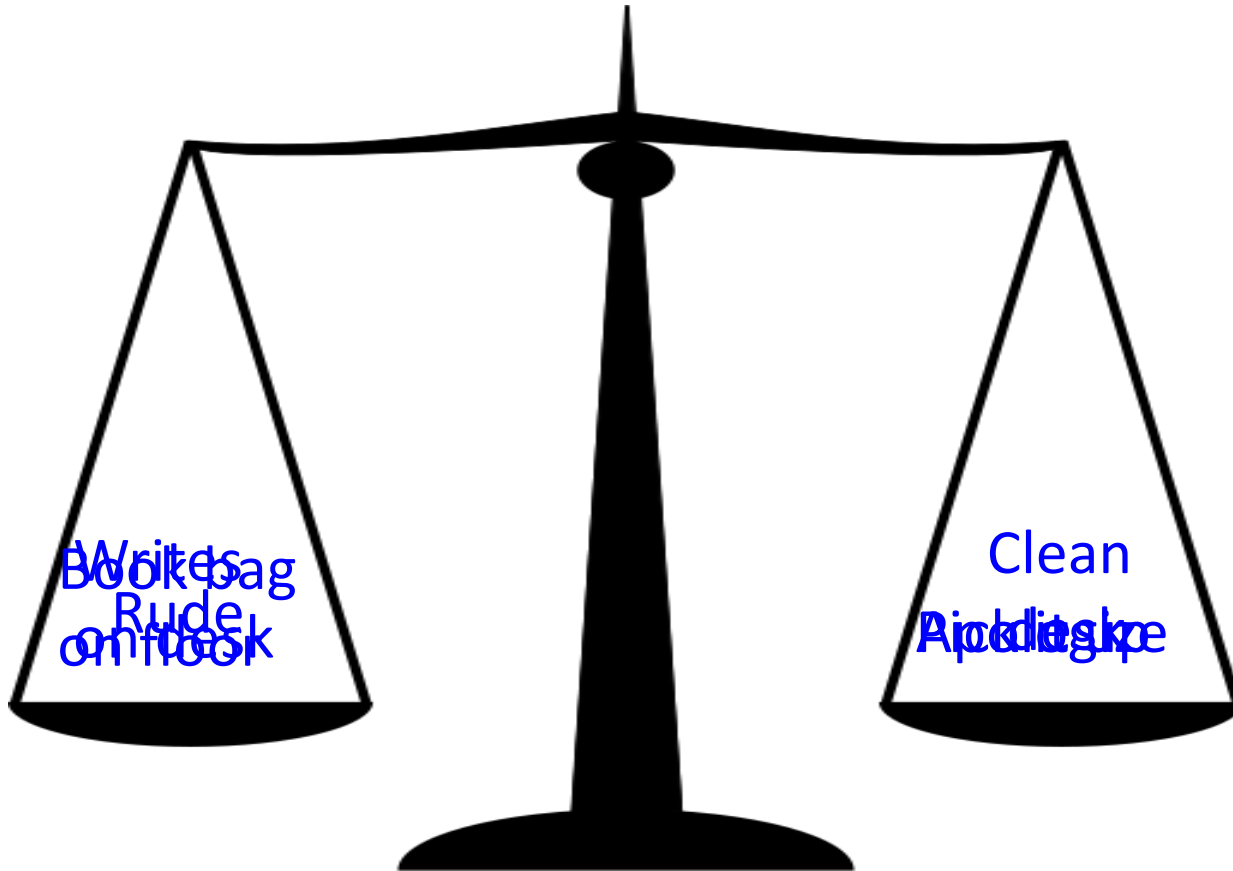


42-17463493 [RF] © www.visualphotos.com






# Restitution





# Positive Practice

A group of students in maroon jackets and dark pants are walking on a set of stairs. They are arranged in a single file line, moving from the bottom of the stairs towards the top. The background shows a school building and a clear sky.

Single file on the stairs!  
Everyone turn around  
and walk back up. We  
are going to practice  
walking single file.



# Response Cost (loss of + points)



Level	Points	Privileges	Gain Points	Lose Points
1	0 -10	None Must be escorted No field trips	Hmwk completed	Breaking class rules
2	11-20	No escort needed Club day Released 2 min early at lunch Can go on field trip	Following class rules  Being prepared	Talking  Disrespect  Touching others
3	20+	All Level 2 privileges Escort for Level 1 Release 5 min early at lunch Can drink water in class \$1 class buck/day towards field trip	Participation  Being helpful  On time to class	Not working  Not following directions



# Demerits (accumulation of - points)

Thom, I had to add another point to your score because you shoved Arron on the way out of class.

Now you have 10 points and are ineligible to attend the dance.

...oh, man!





# Behavior Form Samples

## Grade K - 1

### BEHAVIOR FORM

Name: \_\_\_\_\_

Which expectation did you not follow?

Be Respectful    Be Responsible    Be Kind



How were you feeling?



Draw a picture of what happened and what you did:

Draw a picture of what you should do next time:

## Grade 6 - 12

Name \_\_\_\_\_

Date \_\_\_\_\_

Teacher \_\_\_\_\_

Period \_\_\_\_\_ Class \_\_\_\_\_

1. Describe the incident.
2. Describe your behavior during the incident.
3. How would the teacher describe your behavior during the incident?
4. How could you have behaved in a different way?
5. If this happens again, how do you plan to behave or respond?
6. Are you willing to commit to making this effort?
7. How can we help you be successful?



# Family Contact



Contact parents early in the year with **positive phone calls** to set up a relationship

When you have to call regarding misbehavior:

- Calmly provide objective details
- Avoid implying the student should be punished at home
- Create a sense of partnership
- Suggest how the family can help and consider their perspective
- Inform them of what you are going to do to help their student demonstrate appropriate behavior in the future





# Worksheet Practice



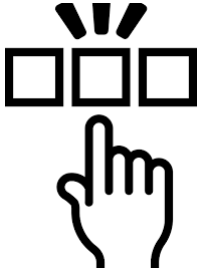
Complete Section: C. Moderate Misbehaviors





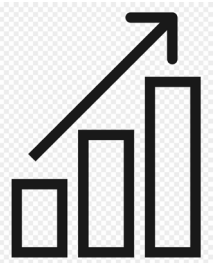


# Consequence Systems



## Menu (non-accumulative)

The teacher chooses from a list or menu of consequences that has been created, taught to students and posted in the classroom



## Hierarchy (accumulative or progressive)

A progression of consequences is pre-determined, taught and posted. Each step in the hierarchy is a more intensive intervention.

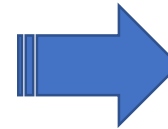


# Menu System Examples

## Teacher chooses:

### MINOR Misbehaviors

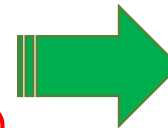
Talking out of turn  
Calling out answer  
Getting out of seat  
Pencil tapping



- ✓ Verbal Redirection
- ✓ Apology
- ✓ Loss of 1 point
- ✓ Discussion

### MODERATE Misbehaviors

Touching others  
Breaking a rule  
Talking back  
4 minor misbehaviors  
in 1/2 hour



- ✓ Time Out
- ✓ Restitution
- ✓ Loss of 2 points
- ✓ Behavior Form





# Hierarchy System (accumulative):

## Classroom Rules:

If you choose to break one of our classroom rules:

1<sup>st</sup> time: Verbal Warning

2<sup>nd</sup> time: Name on Board

3<sup>rd</sup> time: Time Out

4<sup>th</sup> time: Behavior Form

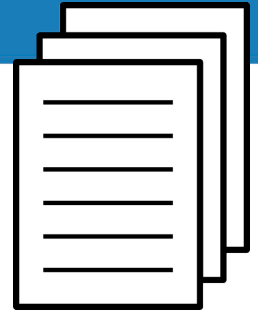
5<sup>th</sup> time: Classroom Detention

- Each infraction leads to a more serious (and more intensive) consequence
- Implement a system where students can “earn” back their reinforcements
- Consistency is more important than severity





# Worksheet Practice



Complete Section: D. Moderate Consequences

(Complete only Menu **OR** Progressive side)



# When to write a referral

Misbehaviors receiving office referrals are **determined in the School-wide Positive Behavior Plan (SPBP)**

Administrators, teachers, and students must be clear in advance exactly which behaviors will receive an office referral



Referrals need to be written in specific **objective, observable** detail with no judgment of student or behavior

“Irma is dangerous and obnoxious”



“Irma knocked 3 books off her desk and then called me a “fat, ugly b.....”



# Office Discipline Referrals (ODRs)

are for misbehaviors such as....

- Touching others aggressively
- Throwing objects to hurt
- Continuous disruption to learning
- Vandalism to school property
- Profanity directed at teacher
- Ongoing disruption:  
i.e. 3 moderate misbehaviors  
within a time period

Referrals are  
managed by  
Administration



Matrix consequences





# When do you write a referral?



A student directs an obscenity at the teacher

A student is sleeping on his desk

A student has spent all morning sitting and not doing any work

A student is telling jokes and making silly faces

A student knocks over a desk then re-rights it and sits down calmly

A student makes a disparaging remark about an assignment or the teacher such as “This is dumb.” or “You are stupid.”

A student pushes a student in line but no one is hurt

A student pulls a chair out from under another student





# De-escalation Procedures:

- ✓ use a calm, low voice
- ✓ use the student's name
- ✓ keep a distance between you and the student; do not physically intimidate or corner the student
- ✓ try to redirect in private; allow the student to “save face” in front of other students
- ✓ mind your body language: keep your hands down by your side; do not touch the student
- ✓ give the student options and time to respond
- ✓ respond to criticism by ignoring or deflecting it







# Points to Remember



- ✓ Corrective consequences simply show that misbehavior has occurred; they don't teach positive behavior
- ✓ Tier 1 strategies such as proactive strategies and a solid classroom management plan must always be in place for ALL students
- ✓ Consequences should match the misbehavior: Instructional, Minor, Moderate and Severe (Office Discipline Referral)
- ✓ Progressive consequence accumulate; non-progressive consequences are chosen from a menu





# Questions?

For more information,

Call:

The School Climate & Discipline Department  
*(formerly Diversity, Prevention & Intervention Dept.)*  
Lauderdale Manors Resource Center  
(754) 321-1655



Check out our PBIS Sharepoint Site:

<https://browardcountyschools.sharepoint.com/sites/DPI6Strands/strand6/SitePages/PBIS.aspx>



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