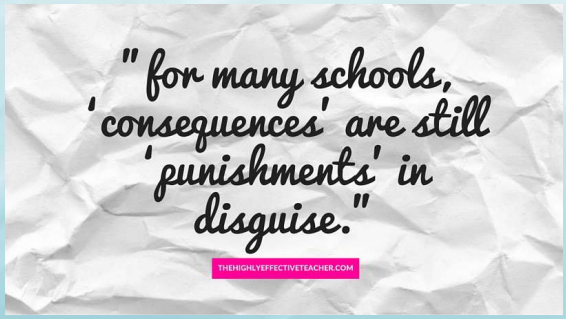
USF HEALTH

Q: Remember number 3?

A: What we're doing isn't working



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WE CAN:

LOWER OUR EXPECTATIONS

(RE)CREATE APARTHEID

FIND SOLUTIONS

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EMIGRANTS

TRANSIENT

UNDERSOCIALIZED

MENTAL ILLNESS

ANTISOCIAL

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SO WHAT SHOULD WE DO?

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WHAT TEACHERS HOPE FOR

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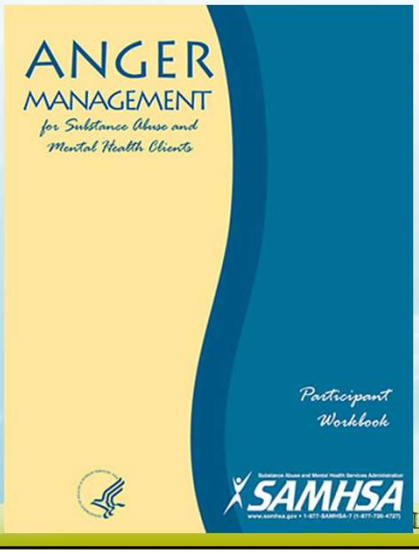
IN THE FORM OF….



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BUT THEY DON'T EXIST

By the time we get to Tiers 2 and 3, there is no standard treatment to take off a shelf.

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SO WE USE WHAT WE HAVE

Reward & Punish

Redux???

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Popular Yet Ineffective

Intervention	Effect Size
• Punitive discipline	-.13 to + .06
• Referral to outside counseling	.00 to + .08
• Meeting with the student	.00
• Analyze cog. strengths & weakness	.00

Less Popular But Effective

Intervention	Effect Size
❖ PBS	+ .90 (T1)
❖ Mentor-based support	+.60-+1.00
❖ Social emotional learning	+ .90
❖ Social skills training	+ .68
❖ Proactive classroom management	+ .81
❖ Formative eval., graphing, R	+ + 1.00
❖ Supplemental acad. inst.	+ .70-1.00
❖ Behavior contract, self-monitoring	> +.50

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DISCIPLINE REVOLVING DOOR?

MANY TEACHERS THINK SO

TWO CHALLENGES

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THREE LEVELS OF INTERVENTION

UNIVERSAL – Tier 1:a healthy environment (PBS)

SELECTED – Tier 2; group or individual (?PBS; preventing disruptions; teaching skills)

INDICATED – Tier 3 intensive outpatient (1% - 10%);
Is this psychiatry? It includes:

- alternative placements
- major accommodations
- prevention & teaching

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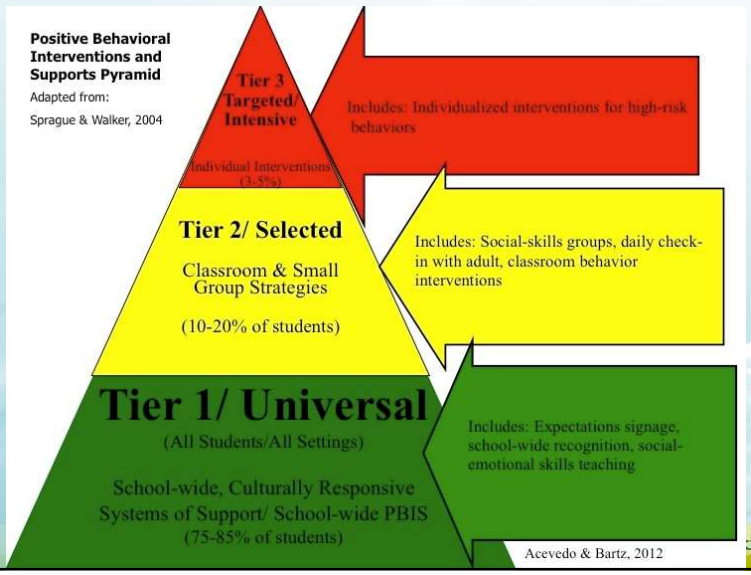
PROPOSED SOLUTION



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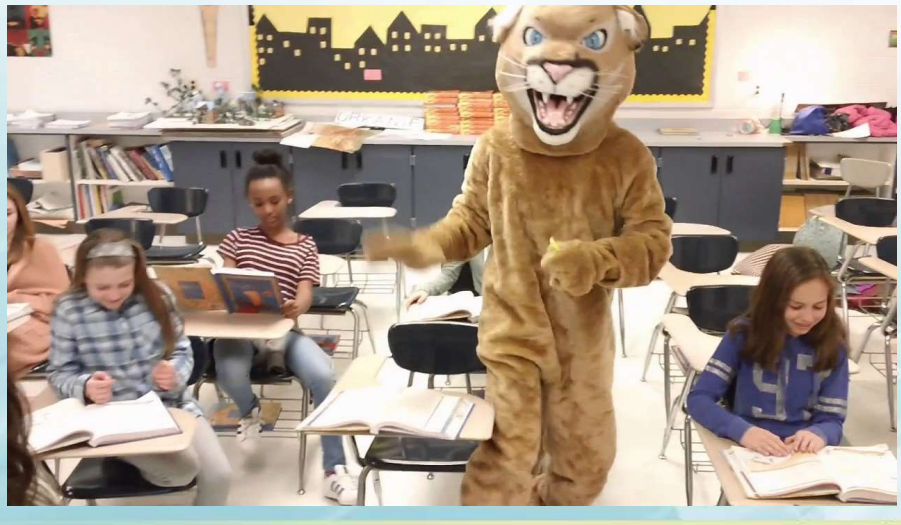
HOWEVER



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TWO CHALLENGES

Can I use PBS when I can't ignore 4D?

How do I balance classroom management with 4D?
(The fairness doctrine)

Let's talk about FAIR, including fair for WHOM?

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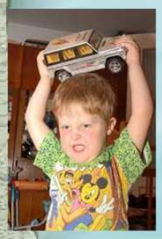
CHALLENGE ONE: 4 D's

DISRUPTIVE

DISRESPECTFUL

DISOBEDIENT



DEFIANT

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CHALLENGE TWO: THE 5TH D

DANGEROUS

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WOULD YOU?

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OBSOLETE METHODS

MINDLESS DISCIPLINE
CODE OF CONDUCT

ERRONEOUS DISCIPLINE
REWARD & PUNISH
SUSPENSTION
EXPULSION

I have nothing against

COC is epi; it's a guidebook (as in scouting)

Not a rule book (like with sports).

SCHOOL IS NOT AN ATHLETIC EVENT (or a prison, or the military)

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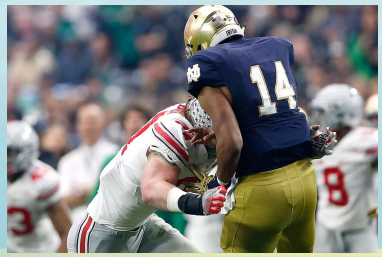
IN FOOTBALL, IT TAKES A DANGEROUS ACT TO GET SUSPENDED

"targeting defenseless opponents above the shoulders or using the crown of the helmet to contact an opponent"



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IN SCHOOL, IT TAKES "OTHER"

Reasons for OSS Suspension

weapons and drugs	5%
disruptive behavior & other	95%

Other: cell phone, dress code, pda, defiance and other COC violations.

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ALSO CONSIDER

- ✓ Is a suspension "evidenced-based intervention?"
- ✓ Is suspension an effective intervention?
- ✓ Suspensions affect well-behaved students (a climate of control v relationships)
- ✓ **One suspension triples the likelihood of jj (http://www.justicepolicy.org/news/8775)**

PLUS, interventions can only occur if the student is in the building

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Behavioral Approaches : Not Sufficient

A → B → C

Anticipation of consequences

Suppression v Extinction

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I HAVE NOTHING AGAINST CONSEQUENCES

IF THEY ARE EFFECTIVE

IF THEY TEACH

IF THEY TARGET BEHAVIOR

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A WORD (OR TWO) ABOUT PUNISHMENT

Should be about behavior, not people

Can only suppress

Invite antagonism

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We Believe in Punishment

U.S. has more people in prison than any country in the world (1.6 to 2.4 million)

U.S. has 25% of the world's incarcerated individuals

408%-increase in prison population from 1978-2014. Though crime rates dropped.

Not to mention the cost differential

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THE LEGAL SYSTEM

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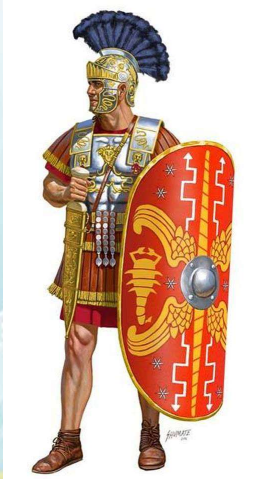
PUNITIVE CONSEQUENCES



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