USF HEALTH

UNIVERSITY OF SOUTH FLORIDA

CINDERELLA'S SLIPPER: INTERVENTIONS FOR OUR MOST CHALLENGING

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GASP

OCTOBER 25, 2018

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"Real learning can't take place if teachers are occupied by a <u>handful</u> of unruly students."

Mayor Jon Mitchell
Chair *ex officio* of New Bedford's School Committee

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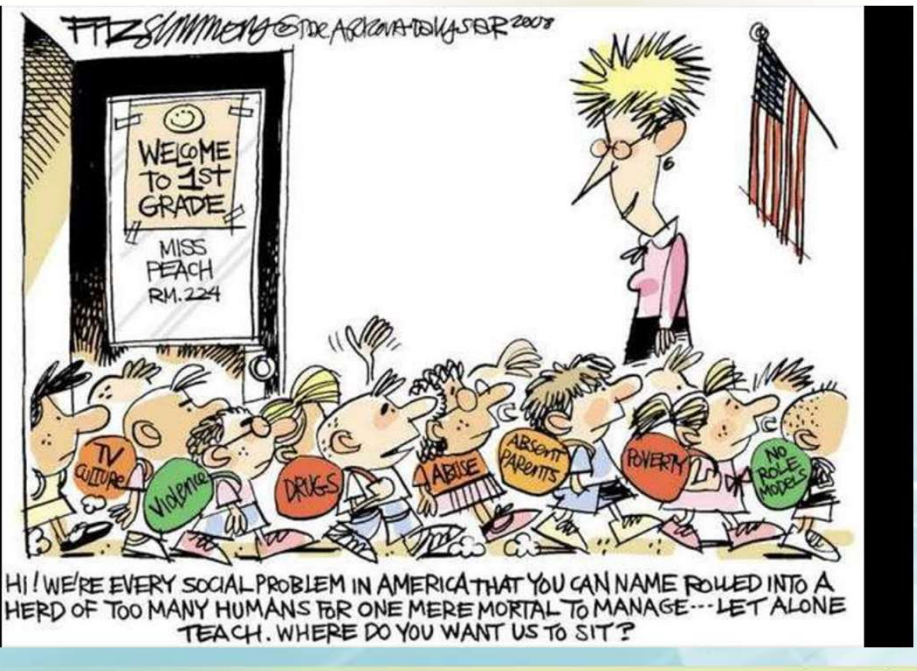

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A TALE OF THREE MIDDLE SCHOOLS

	TOTAL ENROLLMENT	REFERRALS
MS N	1250	2300
MS K	900	3100
MS R	800	1960

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TEACHER TIME LOST

TIME TO MAKE EACH REFERRAL

5 MINS 20 MINS 45 MINS

TEACHING TIME LOST TO REFERRALS

28 113 255

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STUDENT TIME LOST

OVER TWO YEARS

TOTAL ENROLLMENT 3000

6650 DETENTIONS
1370 SUSPENSIONS

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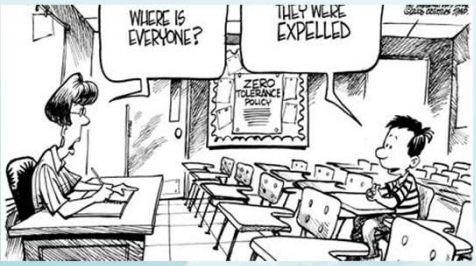
THE RX PROBLEM

THE 25% - in a class of 20, you have 4-5 frequent flyers

WHY DO WE HAVE 20% - 25%

WHO ARE THEY?

WHAT ARE THEY DOING?



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ANOTHER PROBLEM

20% - prevalence of 4D

most are not eligible

5% of students account for 50% of 4D behavior problems but

they absorb 60% a school's resources

In the absence of effective interventions, teachers do the best they can

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INTERESTING PERSPECTIVE

If antisocial and aggressive behavior is not changed by 3rd grade, it should be considered a chronic condition:

1. think care not cure
2. we need systems, including school systems, dedicated to providing ongoing support and intervention.
3. stop hoping for a cure with ABA and R and P!!!!!

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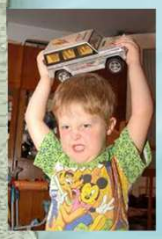
CHALLENGE ONE: 4 D's

DISRUPTIVE

DISRESPECTFUL

DISOBEDIENT



DEFIANT

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CHALLENGE TWO: THE 5TH D

DANGEROUS

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So, what about the 20%?

With brains that work as they do?

That are already shaped?

That may have something wrong?

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WELL FIRST, HOW IN THE WORLD DID WE GET HERE???

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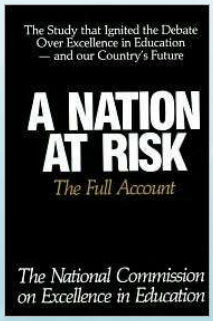
AN EDUCATIONAL HAT TRICK



No Child LEFT BEHIND

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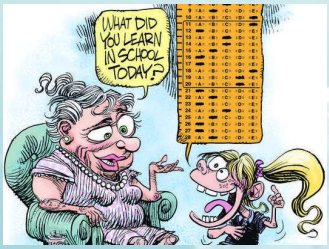
"A Nation at Risk" and NCLB Culminated in Fear-Based Reforms

high stakes testing
increased instructional time
accountability
choice/privatization
value added
less recess
The ed. equiv. of a planned economy



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Columbine (and Parkland) Brought Us

Zero Tolerance Policies
School Resource Officers
Increased Suspension & Expulsion
Arming Teachers
Make Schools "Battle Ready"

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THE CONUNDRUM THAT THIS CREATED

How do schools think about and manage students who are disrespectful, disruptive, defiant, and disobedient when confronted with zero tolerance high-stakes testing, teacher evaluations, and school grades?

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SO WHAT SHOULD WE DO?

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FIRST, WE TRANSITION

From OBSOLETE, INEFFECTIVE, & MINDLESS

TO---UH-OH!!

TRANSITION
TO WHAT???

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I have absolutely no idea

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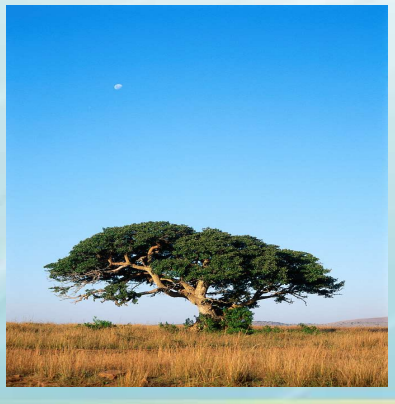
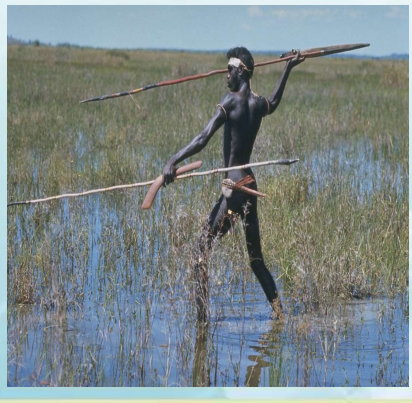
Human Brains Became Good At Doing Certain Things





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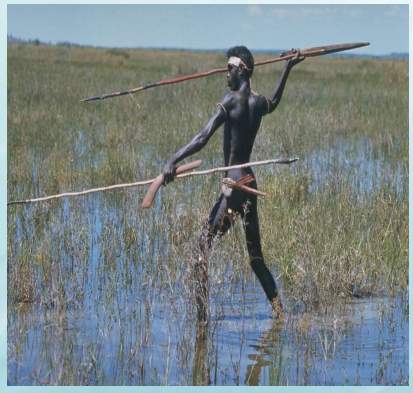
What Was Needed to Get From

Here? to Here?



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DISCIPLINE!!!!

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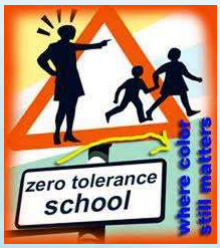
And This Is Better?



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DISCIPLINE REVOLVING DOOR?

MANY TEACHERS THINK SO

TWO CHALLENGES

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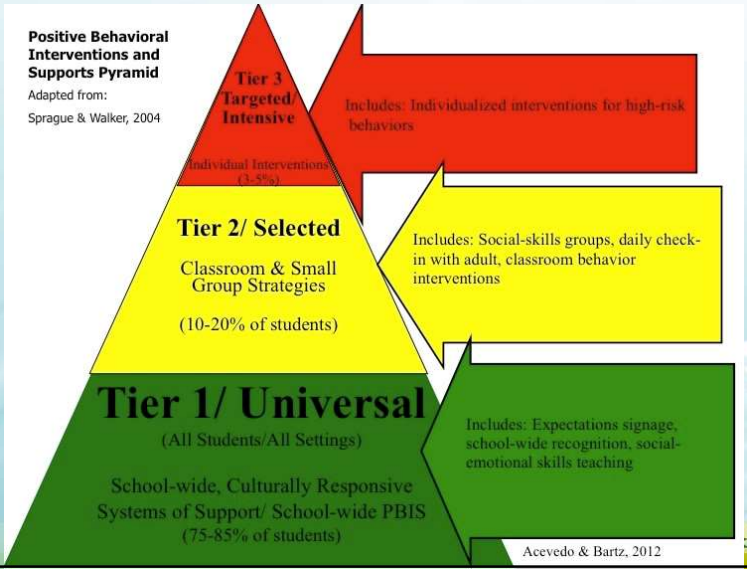
PROPOSED SOLUTION



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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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SHORTCOMING OF PBS

FOCUSES ON BEHAVIOR NOT A PERSON

Judgments are based on behaviors not on the person behaving.

It becomes operant conditioning

It is then that we fall off the cliff

Because standard R & P may not work for 4D.

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WHAT ISN'T WORKING

Suspension
Expulsion/Exclusion
Corporal Punishment
Public Embarrassment
Reward & Punish Consequences

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WHY USE THEM?

It's only fair

Make examples

They should work

We have to have CONSEQUENCES

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