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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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Incarceration Epidemic

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.

Even though it costs more and does less

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PUNITIVE CONSEQUENCES

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BUT SCHOOLS ARE NOT PRISONS…

We Do Not (Should Not) Punish People

1. Emotional and Aggressive Reactions
2. Encourages Escape and Avoidance
3. Undesirable Modeling
4. Creates an Adversarial Relationship
5. It Merely Suppresses

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INTERVENTIONS FOR TIER 3 AND BEYOND

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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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AT T3, DISCIPLINE IS A PROCESS THINK CARE NOT CURE

It is safe to assume that every student who emigrates to Tier 3 will need his/her unique intervention plan

Searching for a product or a procedure is futile

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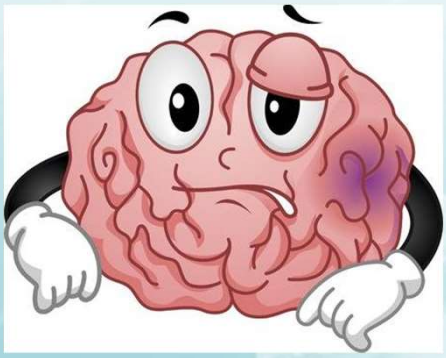
KNOW THE PERSON

Mental illness or psychopathy

Already damaged (trauma)

Already immune



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D4 INTERVENTIONS at TIER 3 SHOULD

Prevent problems from occurring

Teach don't punish

Punish behaviors not people

Mentor foster relationships (Collaborative)

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WHY CONSEQUENCES DON'T WORK

- The 20% don't anticipate consequences
- The don't learn from their mistakes
- Parent support is lacking
- They fight back; they are not afraid
- They don't care
- They add to an already difficult life
- The possibility of a reward overwhelms the possibility of possible consequences
- Sometimes nothing works

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And So…

From a brain standpoint:

- ✓ prevent undesirable behaviors before they occur rather than trying to intervene after they occur.
- ✓ Teach what we want rather than punish what we don't want.

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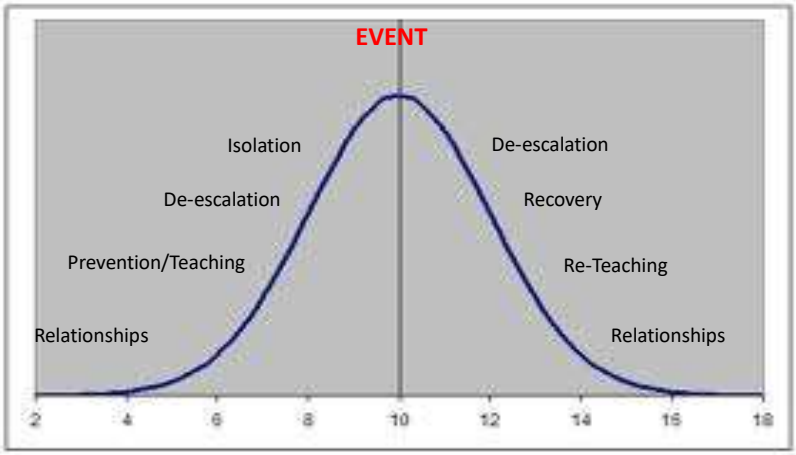
Prevention v Consequences

Ante Beh Con



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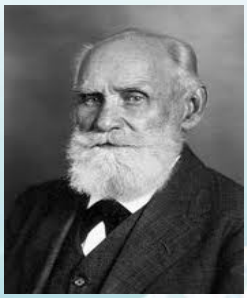
PREVENTION

- A little stimulation goes a long, long way.
- Is homework worth it?
- Is cotillion worth it?
- Remember, the brain gets good at what it does.



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DON'T LET THEM PRACTICE

Whether it is induced

via repeated practice

Or what it is allowed to do

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ALTERNATIVES TO BEHAVIORISM

Positive Approach – PBS, Glasser

Teacher Effectiveness Training – Gordon

Adlerian – knowing the reasons (FBA; Glasser)

Assertive Discipline (Canter) ? Effectivemess

Student Responsibility Center – student centered

Intervention Central http://www.interventioncentral.org/behavioral-intervention-modification

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Restorative Justice: A Different Approach to Discipline

Based on respect, responsibility, relationship-building and relationship-repairing.

Focuses on mediation and agreement rather than punishment.

Aims to keep kids in school and to create a safe environment where learning can flourish.

"The typical response to bad behavior is punishment. Restorative justice resolves disciplinary problems in a cooperative and constructive way."

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MIGHT FIND USEFUL

10 Belief Statements About Student Discipline
http://chriswejr.com/2014/04/22/10-belief-statements-about-student-discipline/

Ten Alternatives to Suspension
https://ici.umn.edu/products/impact/182/over5.html

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THE TEACHER'S ROLE IN SHAPING SELF-IMAGE

"I have come to a frightening conclusion. I am the decisive element in the classroom.

It is my personal approach that creates the climate. It is my daily mood that makes the weather.

As a teacher I possess tremendous power to make a child's life miserable or joyous.

I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal.

In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized."

Haim Ginott

*THE TIMES ARE A-CHANGIN

PUBLIC POLICY

- Legislative
- School Districts
- Schoolwide
- Classroom

INDIVIDUAL

- PBS/RtI (MTTS)
- Prevention
- Punishment (of Beh)
- Teaching
- Restorative Disc.

INTERVENTION WEBSITES

www.evidencebasedprograms.org

www.colorado.edu/cspv/blueprints/index.html

www.whatworks.ed.gov

www.campbellcollaboration.org

INTERVENTION WEBSITES

Substance Abuse & Mental Health Services Administration (SAMHSA)

School Mental Health Project at UCLA
www.smhp.psych.ucla.edu

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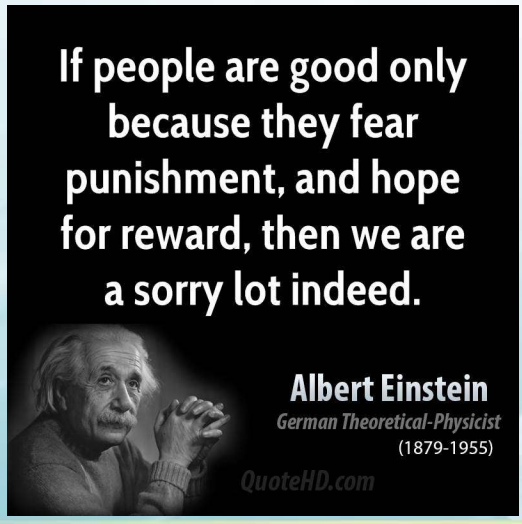
HOWEVER…



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RISK OF HARM

SB 7026 Public Safety (CH. 2018-3, Laws of Florida)

Florida AWARE Program Model

The PREPaRE School Crisis Prevention & Intervention Curriculum

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A Comprehensive Functional Assessment

DIFFERENTIAL ASSESSMENT (OF STUDENT)

- Broad Band (BASC-3; CBCL; CAB; History)
- Narrow Band (depression, anxiety, bipolar)

DIFFERENTIAL ASSESSMENT (OF SKILLS)

- ALSUP
- Emotional/Behavioral Rating Skills Inventory
- EDDT

FUNCTIONAL BEHAVIORAL ASSESSMENT

- Form & Function
- Impulsive versus Instrumental

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IMPAIRMENTS

DX	ER	AGG	US	SS	LANG	EF	WM	ATT	ACAD
ADHD	×		×	×	×	×	×	×	×
CD	×	×	×	×	×	×			×
ODD	×	×	×	×	×	×			×
OCD	×			×	×	×			×
BPD	×	×		×	×	×	×	×	×
DEP	×			×	×	×	×	×	×
ANX	×			×	×	×	×	×	×
ASD	×	×	×	×	×	×	×		×

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RISK OF HARM

SB 7026 Public Safety (CH. 2018-3, Laws of Florida)

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VIOLENCE ASSESSMENT

1. CONCEPTUAL SHIFT

   Violence Prediction Model--either one is dangerous or not

   Risk Assessment Model—situational, subject to change, risk is on a continuum

2. PRACTICES SHIFT

   To SPJ (Structured Professional Judgment)

   - the final judgment is based on research
   - considers the changes that adolescents might make
   - considers that risk is dynamic and contextual

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SPJ INSTRUMENTS

Structured Assessment of Violence Risk in Youth (ages 12-18)

Historical Clinical Risk-20 V3 (18-65)

Early Assessment Risk List for Boys (<12)

Early Assessment Risk List for Girls (<12)

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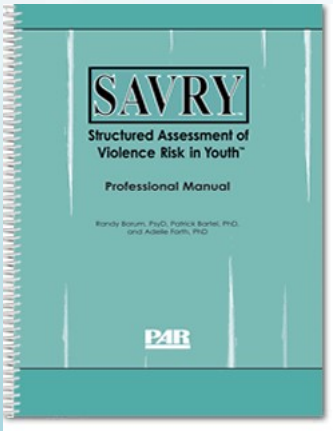
Structured Assessment of Violence Risk in Youth

Ages 12 – 18

No cut-off or percentile scores

It structures the assessment

24 Risk Factors—rated Low, Moderate, High



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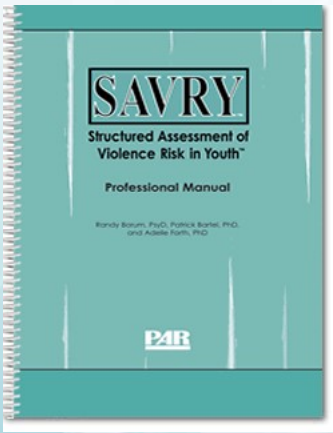
Structured Assessment of Violence Risk in Youth

RISK FACTORS

- Historical Risk Factors (1-10)
- Social/Contextual Risk Factors (11-16)
- Individual/Clinical Risk Factors (17-24)

PROTECTIVE FACTORS

- Prosocial Involvement
- Strong Social Support
- Strong Attachments & Bonds
- Positive Attitude to Authority
- Strong Commitment to School
- Resilient Personality Traits



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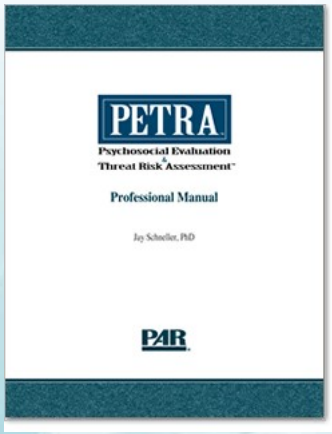
Threat Risk Assessment

There are warning signs along the way

75% of school shooters threatened or made intentions known.

PETRA assesses the threat of risk
PETRA assesses the content of the threat



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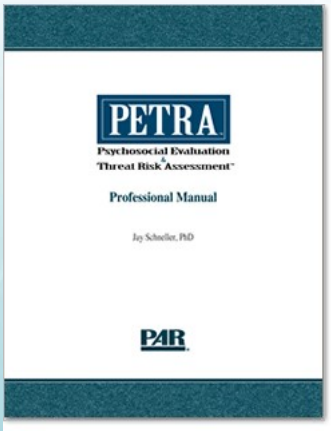
Personal Factors Associated with School Violence

Depression – 8% prevalence; in ability to cope leads to aggression, SA, suicide.

Aggression – a history of and interest in

Alienation – peer rejection; bullying

Egocentrism – entitlement, arrogance, lack of empathy, need for attention, manipulation of others.



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Ecological Factors Associated with School Violence

HOME

- easy access to firearms
- lack of parental supervision
- inconsistent, harsh, abusive discipline
- family life is stressful/dysfunctional

SCHOOL

- affiliate with other violent youth
- lack of involvement in school
- inconsistent & inequitable discipline

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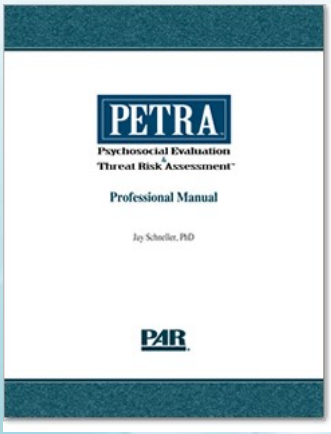
Resilience Factors

Stress – from home; from others (bullying, alienation)

Coping with Stress – denial, disengaged, use of drugs & alcohol.



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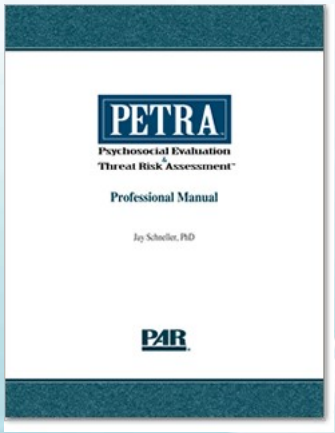
PETRA

Domains
- Psychological
- Ecological
- Resilience

Clusters
- Depressed Mood
- Alienation
- Egocentrism
- Aggression
- Family/Home
- School
- Stress
- Coping Problems

Critical Items – context of the threat



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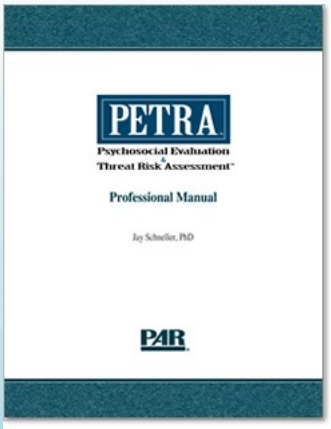
PETRA

Self-Ratings for ages 11-18

Based on FBI and Secret Service analyses of school shooters

60 items that include the psycho-social characteristics most commonly associated with school violence.

Assesses threat content and risk factors



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A Framework for Safe and Successful Schools

6. Employ effective, positive school discipline that: (a) functions in concert with efforts to address school safety and climate; (b) is not simply punitive (e.g., zero tolerance); (c) is clear, consistent, and equitable; and (d) reinforces positive behaviors. Using security personnel or SROs primarily as a substitute for effective discipline policies does not contribute to school safety and can perpetuate the school-to-prison pipeline.

http://www.fldoe.org/core/fileparse.php/18612/urlt/Framework-SafeSuccessful-Schools.pdf

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THANK YOU!☺

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