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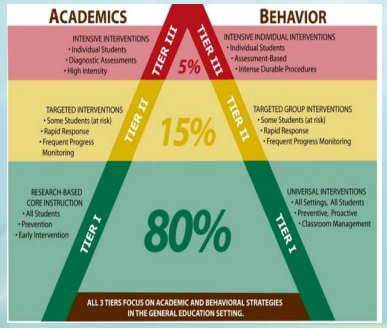
THE SCHOOL SYSTEM



28 states prohibit

22 states permit

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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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PUNISHMENT…

- interferes with academics (drop outs)
- alienates student from school
- doesn't address needs of victims
- fails to address systemic problems
- damages relationships

RESTORATIVE DISCIPLINE DOESN'T

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MORE TO THE POINT

Reward & Punish

- do not work with the 5 D's
- necessary but not sufficient.
- we need something else

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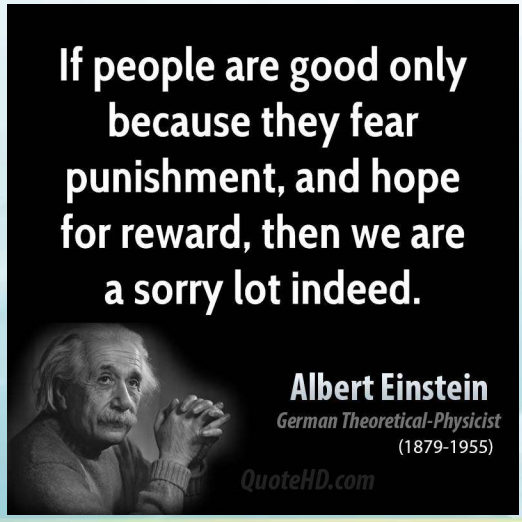
AND…



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BUT WHAT?

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INTERVENTIONS FOR EMIGRES (TIER 2 & TIER 3)

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After Tier 1, Effective Interventions Involve More Than Behavior & Misbehavior

1. Who is this student?
2. What need is being met?
3. What is impaired?

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LOW TIER TWO
May Not Need Assessment

standardized mentoring program (support)

social skills instructional groups (teaching)

academic instructional groups (motivation; re-engagement)

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BUT IF THEY DO…

DIFFERENTIAL DIAGNOSIS

(OF PEOPLE, NOT BEHAVIOR)

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DIFFERENTIATING THE EMIGRANTS

TRANSIENT

UNDERSOCIALIZED

MENTAL ILLNESS

ANTISOCIAL

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REDUCE FOUR GROUPS TO TWO

TRANSIENT yes ___ no ___

UNDERSOCIALIZED wait until eight

****

MENTAL ILLNESS

ANTISOCIAL (PREDATORY)

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FOR MI AND ANTISOCIAL

DIFFERENTIATE

IMPULSIVE → Disobed; Disruptive
Defiant; Disrespect

PREDATORY → Antisocial
(5th D)

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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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BEYOND TIER II, IT'S MORE THAN BAD CHOICES

Disruptive Behavior Disorders
Autism Spectrum Disorders
Anxiety Disorders
Mood Disorders
Psychotic Disorders
Adjustment & Attachment Disorders
Post Traumatic Stress Disorder
Abuse and Neglect
Substance Abuse Disorders
ACES

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ONCE WE KNOW WHO…

WE CAN MOVE TO WHAT

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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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WHAT'S THE DEFICIT

Executive Function (but which ones?)

Language

Emotional Regulation

Attention

Social Skills

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INTERVENTIONS FOR TIER 3 AND BEYOND

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KNOW THE PERSON

Mental illness or psychopathy

Already damaged (trauma)

Already immune

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T3 IS A PROCESS

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

Searching for a product or a procedure is futile

T3 is a PROCESS

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BEYOND TIER II, IT'S MORE THAN BAD CHOICES

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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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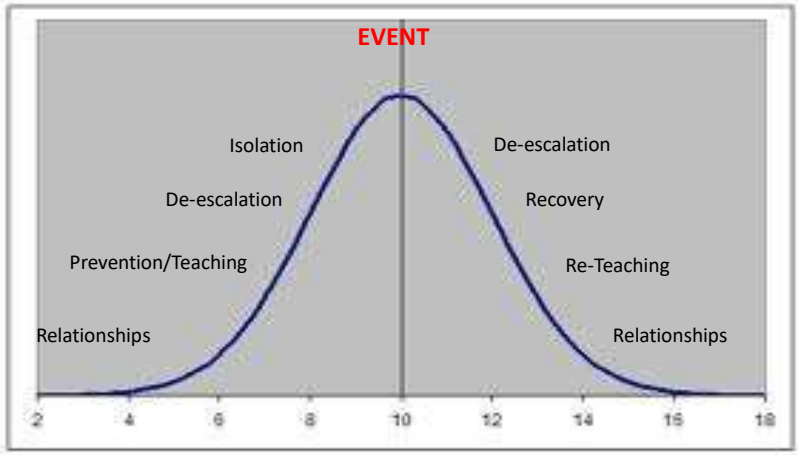
Prevention v Consequences

Ante Beh Con



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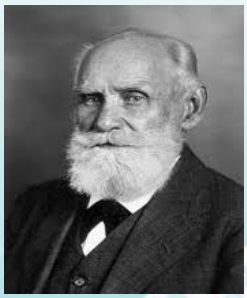
PREVENTION

- 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