



ECHO IDAHO:

K12 Behavioral Health in the Classroom 101

Please keep in mind that your School District policies and Health Services procedures, medication administration protocols, process guidelines, remain the guiding principles to your practice.

None of the planners or presenters for this educational activity have relevant financial relationship(s) to disclose with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.

Anatomy of an ECHO

- Zoom in to join!
- Announcements/Intros
- Didactic (AKA: “Knowledge Burst”)
- Case-based learning and consultation
- Continuing education opportunities
 - Information will be in the chat at the end of the session

**Shannon McDowell is the Program Manager for this series, but on parental leave. 🍼 😊 ! Bethani Studebaker will be covering for her through December. However today Lynsey is covering for Bethani. It takes a village!*



How to Claim Continuing Education and Professional Development Credits

- **Dual-licensed professionals seeking Continuing Education (CE/CME):**

For participants seeking credits to apply to their healthcare license refer to [ECHO Idaho's Continuing Education](#) page for additional information regarding CE/CME credits by profession. Claim credit for attending any of ECHO Idaho's sessions.

- **Professional Development (PD) Credit for Educators:**

Participation in 15 live and/or asynchronous sessions is equivalent to one (1) semester credit hour. Participants will have the opportunity to earn two (2) semester credit hours by attending 30 sessions. Credits are offered in partnership with the College of Education, Health and Human Sciences and will be transcribed through the University of Idaho.

The screenshot shows a document titled "K12 Education How-To Claim Continuing Education and Professional Development Credits" from the University of Idaho. It provides instructions for claiming credits, including a section on "Credit Types Explained" which details CE/CME and PD credit requirements. It also outlines steps for creating an account and participating in sessions. A red arrow points to a "here" link in the "Step One" section. The document includes a footer with contact information and a date of 8/16/2024.

K12 Education
How-To Claim Continuing Education and Professional Development Credits University of Idaho

ECHO Idaho provides high-quality, easily accessible, relevant, and free continuing education and professional development for health care professionals and educators in Idaho. This guide is intended to help you claim the type of credit that fits your professional role.

Credit Types Explained

- **Dual-licensed professionals seeking Continuing Education (CE/CME):**
All Pupil Service Staff in Idaho are required to complete six credits for certification renewal or provide a current occupational license issued by the appropriate Idaho state licensing board to the State Department of Education. For participants seeking credits to apply to their healthcare license, information about our accreditation authority particular to your profession can be found here [ECHO Idaho's Continuing Education](#) page for additional information regarding CE/CME credits by profession. Claim credit for attending any of ECHO Idaho's sessions.
- **Professional Development (PD) Credit for Educators:**
Participation in 15 live and/or recorded sessions is equivalent to one (1) semester term credit hour. Participants will have the opportunity to earn two (2) semester credit hours by attending 30 sessions. Credits are offered in partnership with the College of Education, Health and Human Sciences (EHHS) and will be transcribed through the University of Idaho.
Note: The deadline for participating in recorded ECHO K12 2024-2025 sessions is June 30, 2025.

All participants will need to complete the three steps below.

Step One: Create an Account in Ethos CE & Enroll in ECHO Idaho Series
To complete this action, follow the instructions provided [here](#).

In June 2024, due to increasing instances of uninvited Zoom participants disrupting ECHO Idaho sessions with inappropriate, dangerous, or offensive materials, ECHO Idaho acquired a learning management software (LMS) specific to providing support for continuing medical education programs. The software, Ethos CE, not only provides additional safeguards for our training sessions, it also includes a variety of additional features and services that will improve the ECHO Idaho participant experience.

Step Two: Participating in Sessions and Claiming Credit
Participate and claim credit two different ways:

- Join a live session (synchronous learning)** Zoom links are available within Ethos CE or within email reminders sent from the system after you have enrolled for a particular series' session.
- Watch a recorded session (asynchronous learning).** Asynchronous learning is listed as a separate ECHO series within Ethos CE. To receive credit for participating in these recorded sessions, you must register for the asynchronous series and complete the activities for that session. Recorded sessions may not be available for 48-72 hours after the completion of a live session.
**Attending an asynchronous/recorded session that you also attended live will not count towards the 15 sessions required per transcribed credit through the College of Education, Health and Human Sciences.
**Accessing ECHO Idaho recordings outside of Ethos CE platform, e.g. directly through ECHO Idaho's YouTube channel, will not count towards the 15 sessions.*

For questions, please email echoidaho@uidaho.edu 1 Updated 8/16/2024

https://cme.wwami.uidaho.edu/sites/default/files/media/2024-08/24-25_ECHO_K12_Education_Instructions_for_Claiming_Credit.pdf



K12 Education Series



ECHO K12 Education: Behavioral Health in the Classroom



ECHO K12 Education: Substance Use Prevention and Treatment



ECHO K12 Education: School Nurses



ECHO K12 Education: Supporting Students with Autism

Learn more: <https://cme.wwami.uidaho.edu/echo-idaho/group/echo-idaho>



Student Cases

PROCESS:

- 1 student case per session
- \$100 compensation for presenting case
- Email Bethani if you are interested in presenting a case (bstudebaker@uidaho.edu)
- Date must be locked in 3 weeks prior to case presentation to receive payment
- [Complete online form](#) one week prior to presentation

STUDENT PRIVACY:

- Adhere to privacy rules in our discussions. It is our responsibility to protect students by not sharing identifiable information.
- Comply with FERPA, protecting student education records, and HIPAA, safeguarding patient health information.
- Make sure, when possible, to use broad terms, fictitious names, and only share necessary information for group development.
- Effort should be made to anonymize descriptions of family members/social context and refrain from mentioning specific family/household composition, race or ethnicity, occupation, neighborhood, criminal record or incarcerated status, or other characteristics that might be unique to a particular student's family.

ECHO K12 Behavioral Health Case Form

View Edit Webform Results Clone

Start Complete

Welcome to the Student Case Submission Form for ECHO Idaho's K12 Education Behavioral Health series.

Case Study Discussion Guidelines
As part of our training, we will be engaging in discussions about student case studies. This is a wonderful opportunity to learn from each other, share experiences, and explore solutions collaboratively.

Presenter First and Last Name *

School Role and/or Credentials *

Email *



K12 Behavioral Health Sessions 2024-2025

ECHO K12 Behavioral Health: Schoolwide Strategies to Prevent Challenging Behavior -09/10/2024

ECHO K12 Behavioral Health: Preventative Approaches to Challenging Behavior in the Classroom -09/24/2024

ECHO K12 Behavioral Health: Team Approach: Clarifying Roles and Responsibilities to Best Support Students -10/08/2024

ECHO K12 Behavioral Health: Competing Behavior Pathways, Early Intervention for Behavior -10/22/2024

ECHO K12 Behavioral Health: Understanding the Educator's Role in Functional Behavior Assessments -11/12/2024

ECHO K12 Behavioral Health: Student Case Review - Functional Behavior Assessments -12/10/2024

ECHO K12 Behavioral Health: Effective Management of Students with Common Mental Health Diagnoses -01/14/2025

ECHO K12 Behavioral Health: Unpacking Behavior Intervention Plans (BIP), Part I -01/28/2025

ECHO K12 Behavioral Health: Unpacking Behavior Intervention Plans (BIP), Part II -02/11/2025

ECHO K12 Behavioral Health: Student Case Review - Behavior Intervention Plan -02/25/2025

ECHO K12 Behavioral Health: Cultivating Caregiver Involvement and Collaboration -03/11/2025

ECHO K12 Behavioral Health: Crisis Plan Development -03/25/2025

ECHO K12 Behavioral Health: Legal Obligations and Safety Considerations for Teachers -04/08/2025

ECHO K12 Behavioral Health: Implementing Accommodations of the IEP or 504 Plan -04/22/2025

ECHO K12 Behavioral Health: Medication Side Effects Seen in the Classroom -05/13/2025

ECHO K12 Behavioral Health: Social Media and Mental Health -05/27/2025



Session Resources

<https://cme.wwami.uidaho.edu/echo-idaho/group/echo-idaho>

University of Idaho
WWAMI Medical Education

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ECHO IDAHO

Connect with us: [LinkedIn](#)

To view current ECHO Idaho series topics, click on the program links provided below. You can also check our complete schedule using the calendar at the bottom of this page. Enrollment instructions can be found [here](#).

Please contact us at echoidaho@uidaho.edu with questions.

ECHO Idaho Healthcare Series

- [Alzheimer's Disease and Related Dementias](#)
- [Autism](#)
- [Behavioral Health in Primary Care](#)
- [Counseling Techniques for Substance Use Disorders](#)
- [Healthcare Vitality](#)

ECHO Idaho Education Series

- [K12 Education: Behavioral Health in the Classroom](#)
- [K12 Education: Substance Use Prevention and Treatment](#)
- [K12 Education: Supporting Students with Autism](#)

ECHO K12 Education: Behavioral Health in the Classroom

Overview Faculty Accreditation **Take course**

Title	Price	Status
ECHO K12 Education: Behavioral Health in the Classroom	\$0.00	In progress
ECHO K12 Behavioral Health: Schoolwide Strategies to Prevent Challenging Behavior - 09/10/2024	\$0.00	Available
ECHO K12 Behavioral Health: Preventative Approaches to Challenging Behavior in the Classroom - 09/24/2024	\$0.00	Available
ECHO K12 Behavioral Health: Team Approach: Clarifying Roles and Responsibilities to Best Support Students - 10/08/2024	\$0.00	Available
ECHO K12 Behavioral Health: Competing Behavior Pathways: Early Intervention for Behavior - 10/22/2024	\$0.00	Available
ECHO K12 Behavioral Health: Understanding the Educator's Role in Functional Behavior Assessments - 11/12/2024	\$0.00	Available
ECHO K12 Behavioral Health: Student Case Review - Functional Behavior Assessments - 12/10/2024	\$0.00	Available
ECHO K12 Behavioral Health: Effective Management of Students with	\$0.00	Available

Will add video, case recs and session resources!

ECHO K12 Behavioral Health: Schoolwide Strategies to Prevent Challenging Behavior - 09/10/2024

September 10, 2024

Overview Faculty Accreditation **Register**

Presenter: Martina Velic, LCPC, Director of Admissions, Cottonwood Creek Behavioral Hospital

Session Resources:

- [Mental Health Holds \(Slides\)](#)
- [SENATE BILL NO.1247 \(2024\) - Crisis response holds](#)
- [Case Recommendations 06.05.2024](#)

Available credit: 1.00 AMA PRA Category 1 Credit

Course opens: 07/30/2024

Course expires: 05/30/2025

Event starts: 09/03/2024 - 4:00pm MDT

Event ends: 09/03/2024 - 5:00pm MDT

Cost: \$0.00

Part of: ECHO K12 Education: Substance Use Prevention and Treatment

Add to calendar: [i](#) [c](#) [e](#) [x](#)

Bookmark course

ECHO IDAHO:
Behavioral Health in Primary Care
Mental Health Holds
06/05/2024

We want you live! But if needed... How to Access Asynchronous Sessions

<https://cme.wwami.uidaho.edu/echo-idaho/group/echo-idaho>

Reach out with questions!

The screenshot shows the ECHO Idaho website. At the top, there is a navigation bar with the University of Idaho logo and 'WWAMI Medical Education' text. A search bar is located on the right. Below the navigation bar, the main content area features the 'ECHO Idaho' title and a 'View' button. A sidebar on the left contains 'Features' (Home, Calendar, Courses) and 'Add content' (Course). The main content area includes a 'Connect with us: LinkedIn' link and a large 'ECHO IDAHO' header. Below the header, there is a paragraph of text and a contact email address. Two columns of links are displayed: 'ECHO Idaho Healthcare Series' and 'ECHO Idaho Education Series'. The link 'Asynchronous ECHO K12 Substance Use Prevention and Treatment' is circled in red. At the bottom, there are sections for 'ECHO Idaho Resources' and 'ECHO Idaho On Demand Learning'.

University of Idaho
WWAMI Medical Education

Find a course...

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Home

ECHO Idaho

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Features
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Add content
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Connect with us: [LinkedIn](#)

ECHO IDAHO

To view current ECHO Idaho series topics, click on the program links provided below. You can also check our complete schedule using the calendar at the bottom of this page. Enrollment instructions can be found [here](#).

Please contact us at echoidaho@uidaho.edu with questions.

ECHO Idaho Healthcare Series

- [Alzheimer's Disease and Related Dementias](#)
- [Autism](#)
- [Behavioral Health in Primary Care](#)
- [Counseling Techniques for Substance Use Disorders](#)
- [Healthcare Vitality](#)
- [Liver Disease and Viral Hepatitis](#)
- [Opioids, Pain and Substance Use Disorders](#)
- [Veteran Care for Substance Use Disorders](#)

ECHO Idaho Education Series

- [K12 Education: Behavioral Health in the Classroom](#)
- [K12 Education: School Nurses](#)
- [K12 Education: Substance Use Prevention and Treatment](#)
- [K12 Education: Supporting Students with Autism](#)
- [Asynchronous ECHO K12 Substance Use Prevention and Treatment](#)

ECHO Idaho Resources

- [Curbside Consult for Opioid & Substance Use Treatment](#)

ECHO Idaho On Demand Learning

- [Liver Disease & Viral Hepatitis - On Demand Webinars](#)



ECHO IDAHO: K12 Behavioral Health

Schoolwide Strategies to Prevent Challenging Behavior



September 10, 2024

Katie Azevedo, EdD

Aimee Hurst, LPC, NCC



Our Presenters



September 10, 2024

**Schoolwide Strategies to
Preventing Challenging Behavior**



Katie Azevedo, EdD

Owner and Founder,
Azevedo Consulting and
Results Learning Center



Aimee Hurst, LPC, NCC

School Counselor and
Administrator, Past
President of Idaho School
Counselor Association

K12 Behavioral Health in the Classroom

● **Schoolwide Behavioral Strategies**

● **Preventative Approaches**

● **Clarifying Roles & Responsibilities**

● **Competing Behavior Pathway**

● **Social Media & Mental Health**

● **FBA: Educator's Role**

● **Common Mental Health Diagnosis**

● **Behavior Intervention Plans (BIP)**

● **Caregiver Involvement and Collaboration**

● **Crisis Plan Development**

● **Law & Safety**

● **Accommodations: IEP or 504 Plan**

● **Medication Side Effects**



Learning Objectives

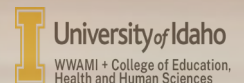
Participants will explore the following *Schoolwide Strategies to Preventing Challenging Behavior*:

- Schoolwide Leadership Team
- Schoolwide Behavior Expectations
- Instruction of Behavior Expectations
- Acknowledging Positive Behavior
- Consistent and Predictable Consequences
- Utilizing Data for Decision Making

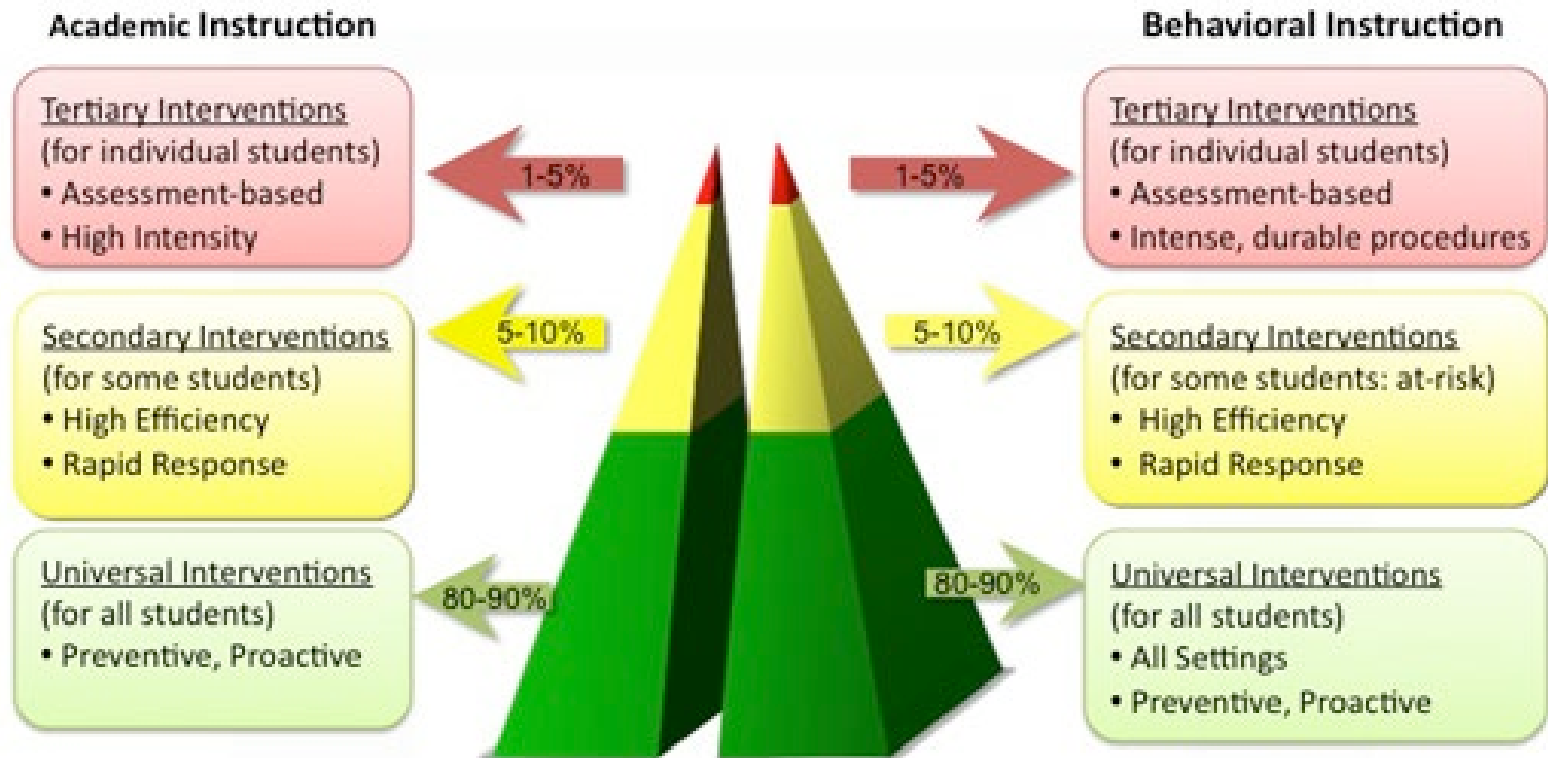
Why should we focus on a schoolwide approach in preventing challenging behavior?



Add your thoughts to the chat box



Designing Schoolwide Systems for Student Success



What is PBIS?

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It is a way to support **EVERYONE** – especially students with disabilities or those at risk – to create the kinds of schools where all students are successful. PBIS isn't just a curriculum you purchase or something you learn during a one-day professional development training. **It is a commitment** to addressing student behavior through **systems change**. When implemented well, students achieve improved social and academic outcomes, schools experience reduced exclusionary discipline practices, and school personnel feel more effective.

The National Center for School Mental Health at the University of Maryland School of Medicine, 2021



Outcomes for Schools Implementing PBIS with Fidelity

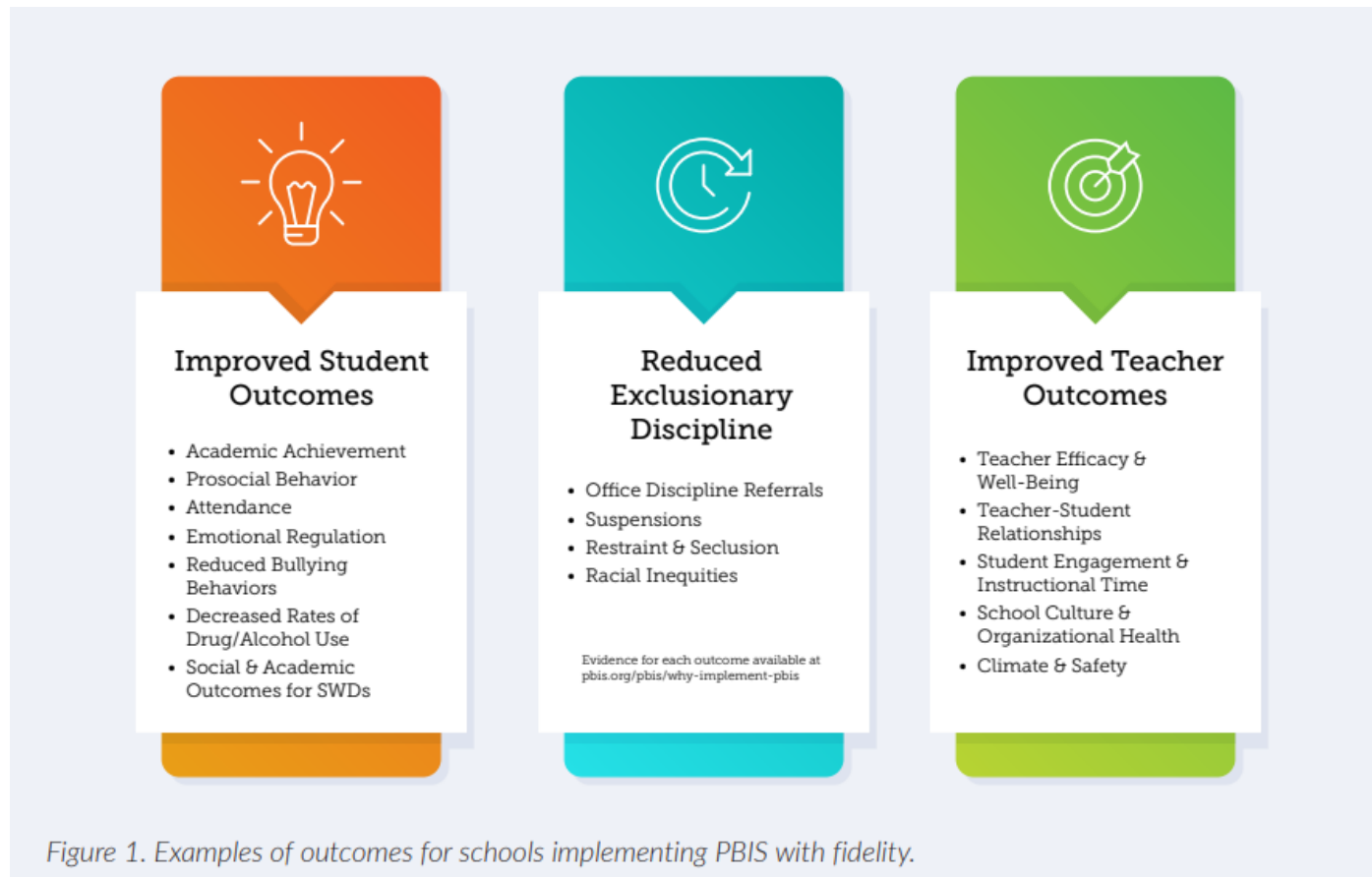


Figure 1. Examples of outcomes for schools implementing PBIS with fidelity.

Our goal is to...

Predictable

Positive

Consistent

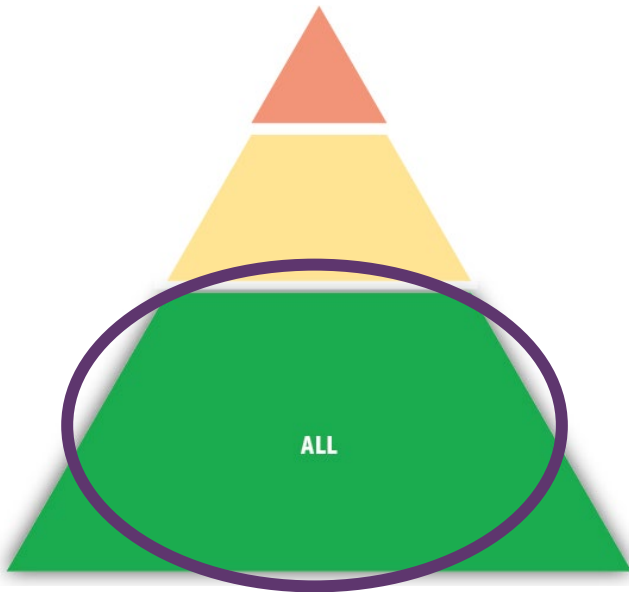
Safe

create effective
and equitable
learning
environments
for ALL kids.



Tier 1: Universal Supports

Tier 1 of PBIS



Tier 1 Supports

- Teach appropriate behavior to all students
- Intervene early
- Use research-based interventions
- Monitor student progress
- Collect and use data to make decision

(PBIS.org, 2021)

Elements of a Schoolwide Approach to Supporting Students and Preventing Problem Behavior



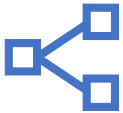
The Schoolwide Leadership Team



Schoolwide Expectations



Instruction of Expectations



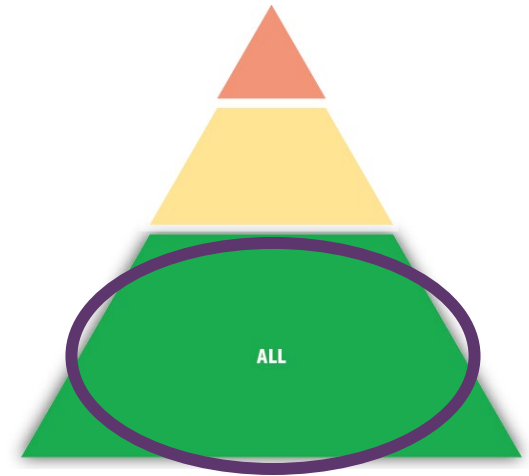
Acknowledging Positive Behavior



Consistent and Predictable Consequences



Utilizing Data for Decision Making





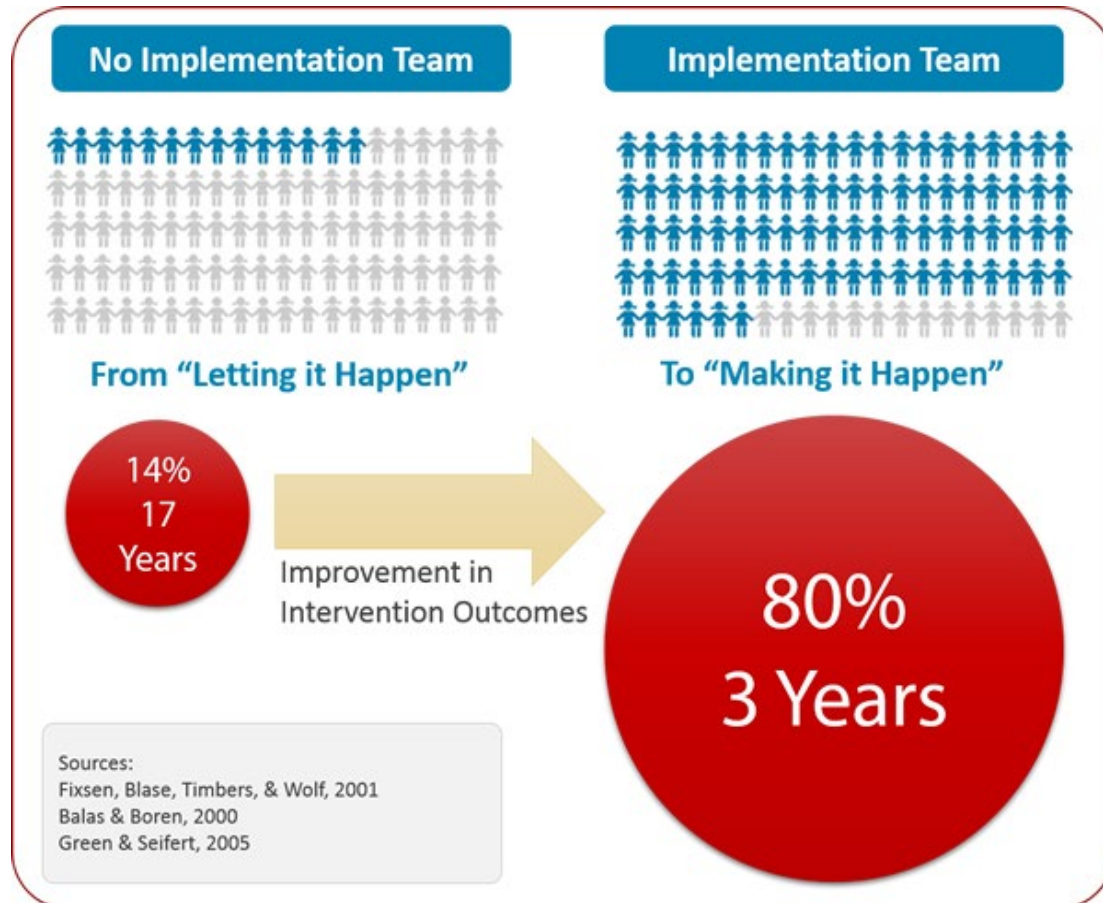
The Schoolwide Leadership Team

SWPBIS Teams

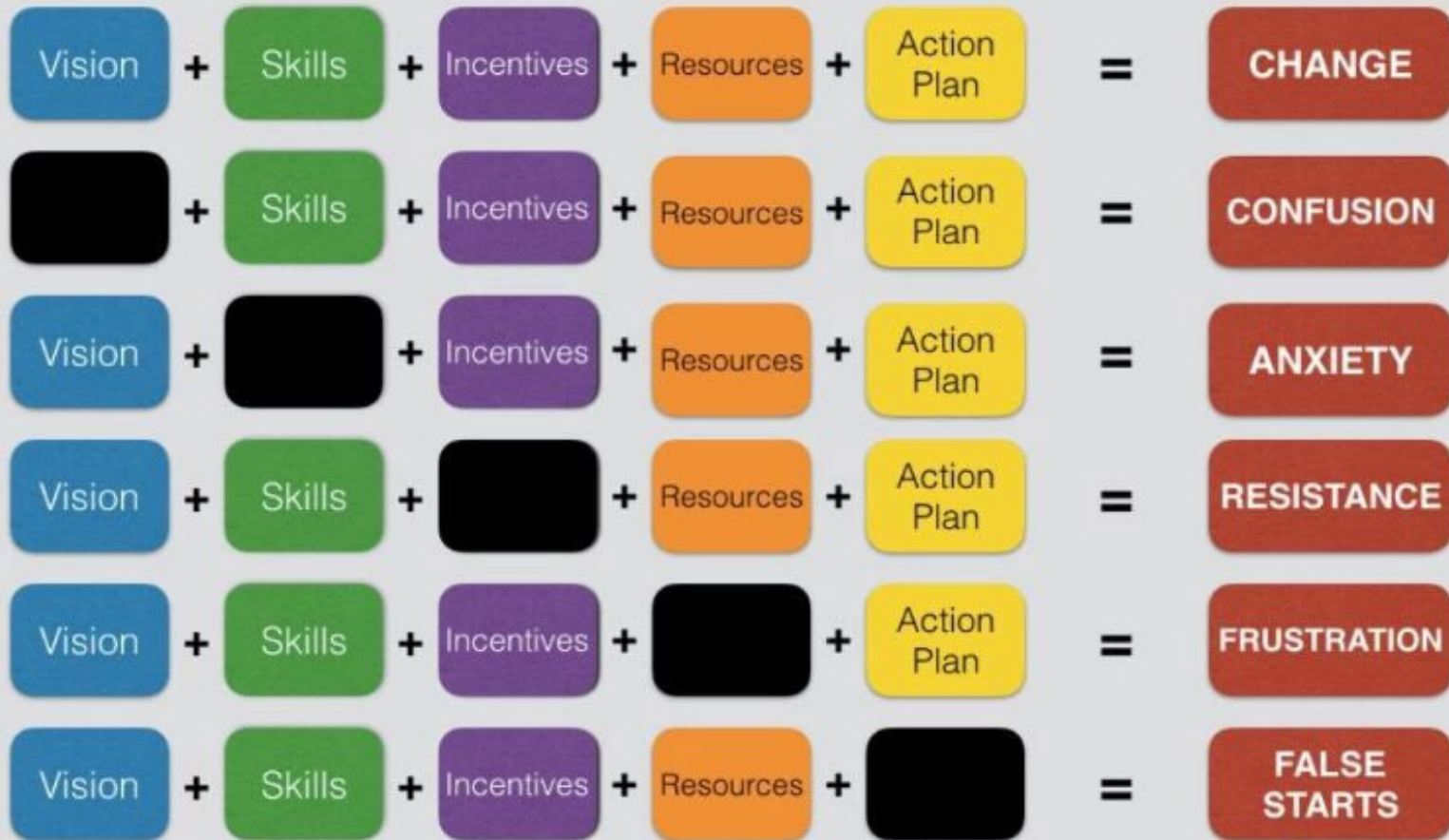
Implementation teams:

- Increase effective behavior management knowledge and strategies
- Support staff in delivering interventions as intended and improving outcomes for students
- Sustain and scale-up interventions over time and across staff
- Create effective data systems where valid and reliable information is collected and utilized
- Ensure continuous improvement of fidelity and student outcomes

Why Focus on School-Level Teams?



Managing Complex Change



	Stage	Description
Should we do it!	Exploration/ Adoption	Decision regarding commitment to adopting the program/practices and supporting successful implementation.
Work to do it right!	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.
Work to do it better!	Initial Implementation	Try out the practices, work out details, learn and improve before expanding to other contexts.
	Elaboration	Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.
	Continuous Improvement/ Regeneration	Make it easier, more efficient. Embed within current practices.

Schoolwide Expectations

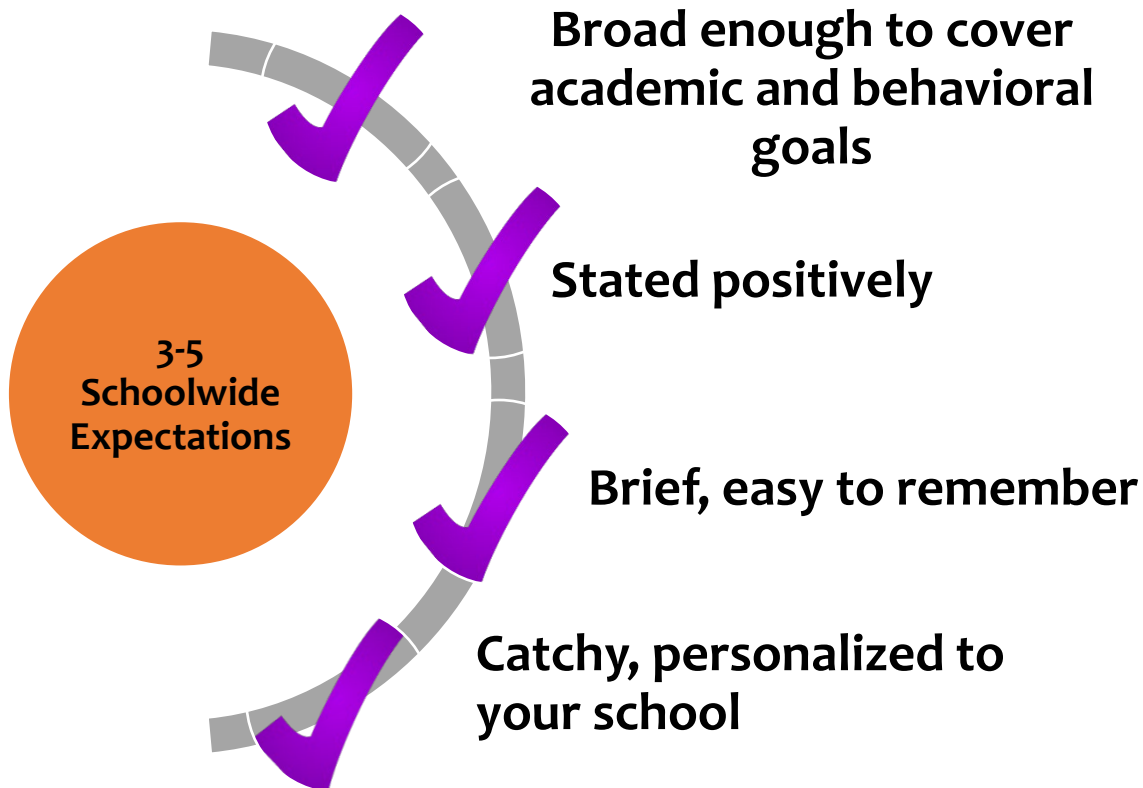


Invest in Prevention

Build a Culture of Competence:

- ✓ **Define** behavior expectations
- ✓ **Teach** behavior expectations
- ✓ **Monitor and reward** appropriate behavior
- ✓ Provide **corrective consequences** for behavioral errors
- ✓ Information-based **problem solving**
- ✓ Do not expect schoolwide efforts to affect students with chronic problem behavior

Guidelines for Developing Schoolwide Expectations



Notus School District



aRRRRgh!

Pirate Pledge

I **RESPECT** myself, others, my surroundings, and my learning.

I am **RESILIENT** in the face of hard things and I will not give up.

I accept **RESPONSIBILITY** for my words and actions.

I am **READY** to learn, ready to work, and ready to play.

I pledge to always do my best and not stop until I am proud.



Instruction of Expectations



Can't Do

- Behaviors are prerequisites for academics
- Procedures and routines create structure
- Repetition is key to learning new skills:
 - For a child to *learn something new*, it needs to be repeated an average of eight times
 - **For a child to *unlearn* an old behavior and replace with a new behavior, the new behavior must be repeated on average 28 times** (Harry Wong)



Difference Between Proactive Teaching and Reactive Teaching

Proactive



- Youth provided with support to ensure they perform the expected behavior
- Opportunities for practice
- Clear feedback

Reactive



- Repeatedly stating to youth what he/she is doing wrong without giving them corrective feedback



Glenns Ferry School District



Glenns Ferry School District

THE PILOT WAY

	BATHROOM	FOYER	HALLWAY	CAFETERIA	BUS	PLAYGROUND	LIBRARY	SPECTATOR
RESPECT	USE SOFT VOICES	USE SOFT VOICES RESPECT SCHOOL PROPERTY INCLUDING TABLES, VENDING MACHINES, ETC.	USE SOFT VOICES	USE SOFT VOICES USE MANNERS LIKE "PLEASE" AND "THANK YOU"	FOLLOW ALL DIRECTIONS THE FIRST TIME THEY ARE GIVEN	USE RESPECTFUL LANGUAGE RESPECT PLAYGROUND EQUIPMENT	USE SOFT VOICES	SUPPORT YOUR TEAM BE THE POSITIVE VOICE
RESPONSIBILITY	WALK DIRECTLY IN AND OUT	WALK AT A SLOW SPEED	WALK AT A SLOW SPEED WALK ON THE RIGHT SIDE	CLEAN UP AFTER YOURSELF	NO LOUD TALKING, OBSCENE LANGUAGE, GESTURES, SWEARING, TEARING, OR FIGHTING	LINE UP ON YOUR SIGNAL AND BE READY TO ENTER THE BUILDING	WALK AT A SLOW SPEED RETURN BOOKS ON TIME	DEMONSTRATE APPROPRIATE BEHAVIOR
COMMITMENT	WASH HANDS WITH SOAP AND WATER	NO HURRYING	KEEP YOUR HANDS TO YOURSELF	STAY IN SEAT	KEEP HARMFUL OBJECTS AND TRASH OFF THE BUS	PLAY FAIRLY AND INCLUDE OTHERS	PUT TEAM ITEMS BACK WHERE THEY BELONG	ENCOURAGE ALL PLAYERS, COACHES, AND OFFICIALS
INTEGRITY	DON'T FORGET TO FLASH	USE APPROPRIATE LANGUAGE	ALWAYS LOOK FORWARD	EAT YOUR FOOD ONLY	DO NOT LITTER, EAT, DRINK, WRITE ON, OR DAMAGE THE BUS	PLAY SAFE AND MAKE GOOD CHOICES	HANDLE AND TREAT BOOKS WITH CARE	KEEP FEET AND LEGS OFF THE GYM FLOOR/FIELD DURING PLAY

BE BRAVE · BE RESPECTFUL · BE STRONG · BE POSITIVE · BE A ... PILOT



Glenns Ferry School District

PARKING LOT EXPECTATIONS

PARK IN DESIGNATED SPACES ONLY

OBEY ALL TRAFFIC LAWS

5 MPH SPEED LIMIT

RESPECT OTHER'S PROPERTY

DRIVE SAFELY

• BE BRAVE • BE RESPECTFUL •
• BE STRONG • BE POSITIVE •
BE A ...

PILOT

PLAYGROUND EXPECTATIONS

RESPECT	USE RESPECTFUL LANGUAGE • RESPECT PLAYGROUND
RESPONSIBILITY	LINE UP ON YOUR SIGNAL AND BE READY TO ENTER THE BUILDING
COMMITMENT	PLAY FAIRLY AND INCLUDE OTHERS
INTEGRITY	PLAY SAFE AND MAKE GOOD CHOICES

• BE BRAVE • BE RESPECTFUL • BE STRONG • BE POSITIVE • BE A ...

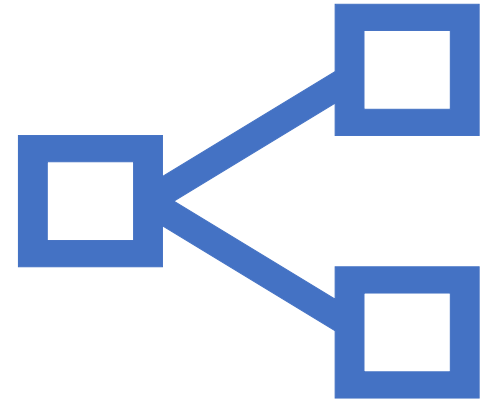
PILOT

SPECTATOR EXPECTATIONS

RESPECT	SUPPORT YOUR TEAM • BE THE POSITIVE VOICE
RESPONSIBILITY	DEMONSTRATE APPROPRIATE BEHAVIOR
COMMITMENT	ENCOURAGE ALL PLAYERS, COACHES, AND OFFICIALS
INTEGRITY	KEEP FEET AND LEGS OFF THE GYM FLOOR DURING PLAY

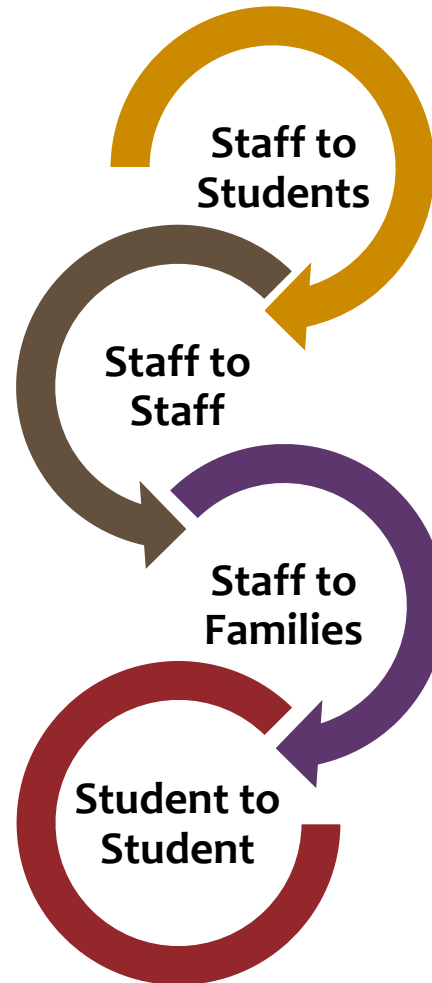
• BE BRAVE • BE RESPECTFUL • BE STRONG • BE POSITIVE • BE A ...

PILOT



Acknowledging Positive Behavior

What are relationships currently like on your campus?



Acknowledgement System

Why?

To reinforce school rules, behavioral expectations and positive behavior

To prompt busy adults to remember to reinforce positive behavior

To increase positive interactions between and with staff and students

To promote a more positive school environment

Reinforcement Systems: Guidelines for Implementing

- Encourage every staff member to reinforce positive student behavior
- Reward frequently in the beginning
- **Ensure that earned = kept**
- Provide equal access to reinforcement for all students
- Collect data on frequency of reinforcement

I Spy – Catch Them Being Good

Specific: recognition of a specific positive behavior, not a generalized behavior or attitude.

Direct: Tell them to their face why they are getting recognized. Give them the I Spy to turn in.

Timely: Give it in the moment. Don't wait until a better time. The disconnect between the action and reward will be disjointed.

NOTUS SCHOOL DISTRICT 135

**RESPECT - RESILIENCE
RESPONSIBILITY - READINESS**

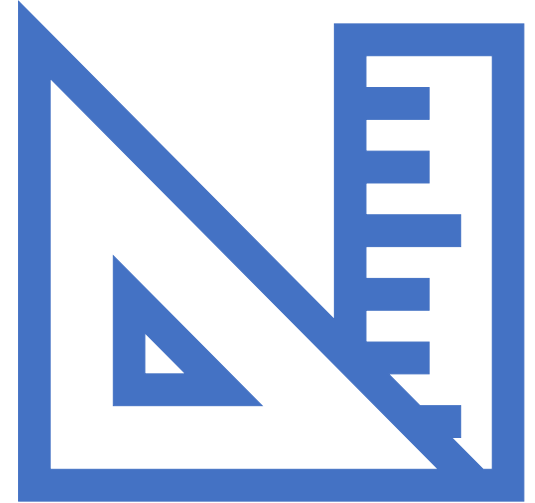
**“I Spy”
ARRRRGH**

TO: _____

FROM: _____

Write the WHY on the back.

Consistent and Predictable Consequences



What questions are we asking?

Why are these kids so out of control?

Maybe we should revamp our system? Is there a new program out there we can buy?

Why is punishment not working?

Working Smarter... Not Harder

Think about the amount of time you invest each day managing student behavior.

Ideally, **80%** of your behavior management time should be invested in prevention (e.g., relationship building, explicitly teaching and practicing appropriate behaviors)...

and **no more than 20%** of the time should be spent on intervention/responding to inappropriate behaviors.



A schoolwide approach strives to make misbehavior ineffective and inefficient by:

- Restructuring the environment
- Establishing predictable routines and procedures
- Changing our responses, so the adults are more consistent

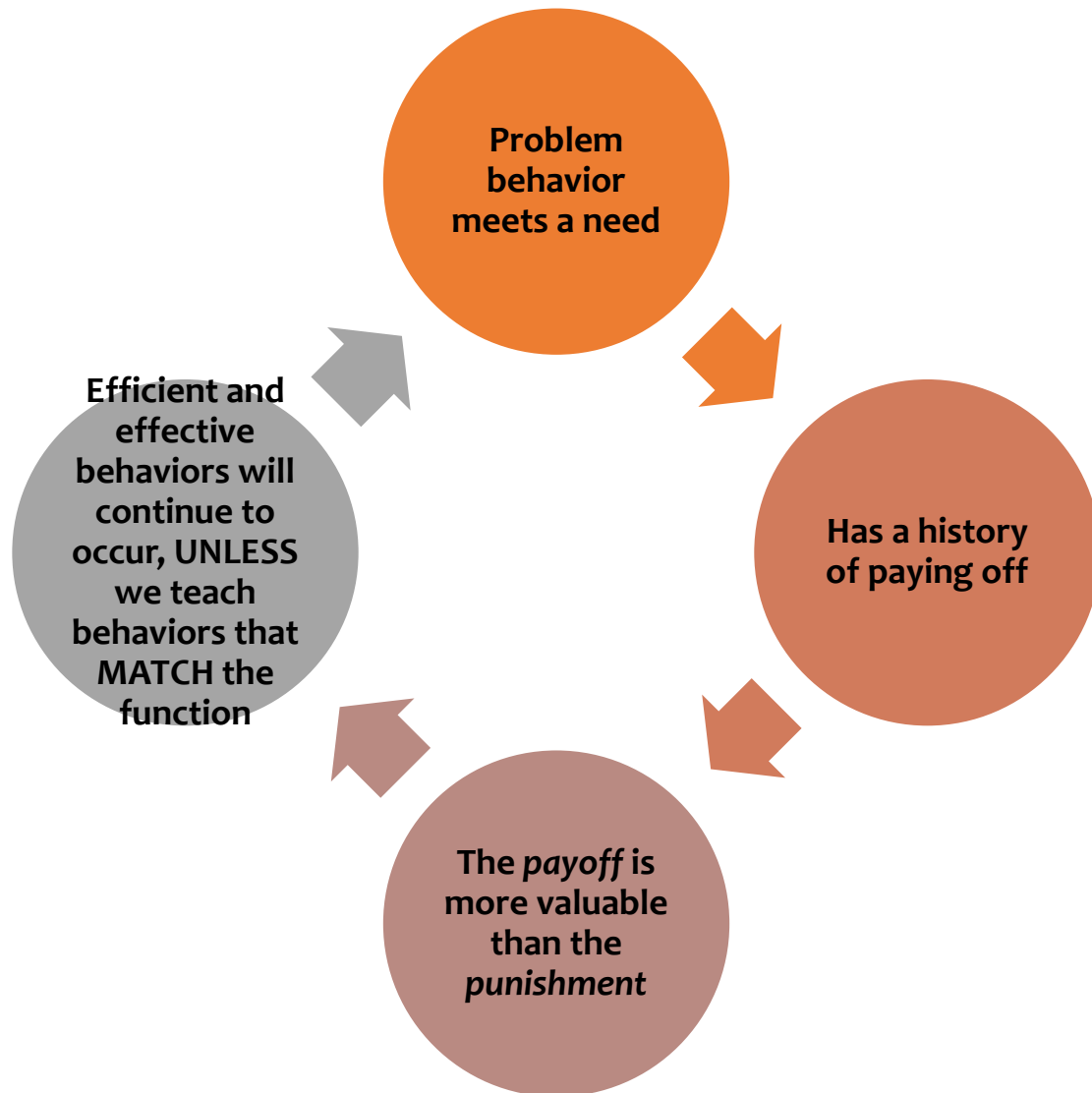
Children often present behaviors that look like the shark, but if we look below the water, we will realize they are really just scared goldfish trying to have a need met.

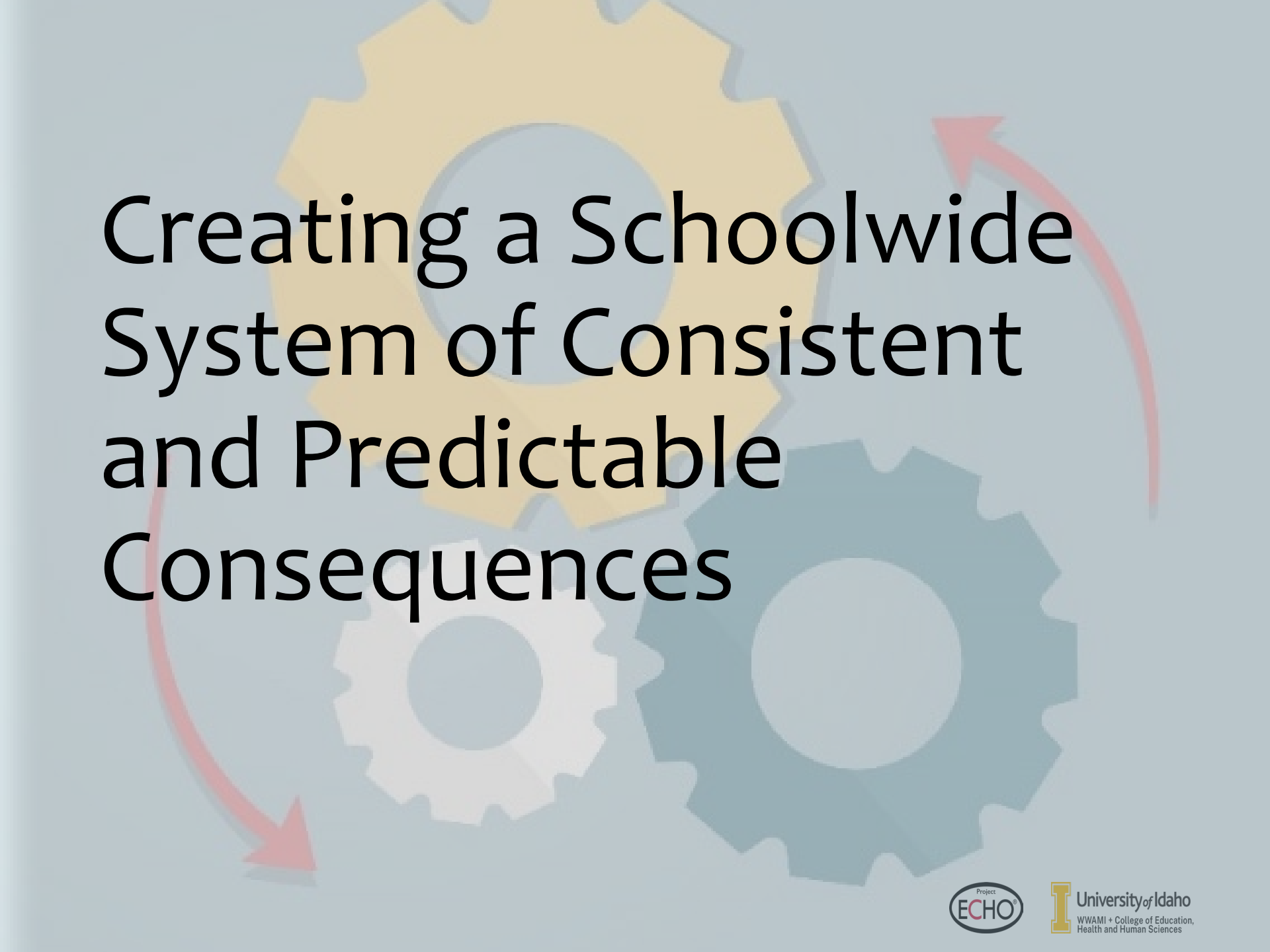


Their behaviors might communicate anger, hostility, but below the surface is fear and a hurting child.

It is our job as teachers (and parents) to stop teaching (and parenting) the shark fin, and look below the surface and meet the needs of the goldfish.

Behavior Serves a Function



The background features a light blue gradient with several interlocking gears in yellow, white, and teal. Two large, curved red arrows are positioned around the gears, one pointing clockwise and the other counter-clockwise, suggesting a cycle or process.

Creating a Schoolwide System of Consistent and Predictable Consequences

Rational for Discipline Definitions and Policies

- Clearly defined procedures support consistency with responding to behavioral infractions. Consistency creates the conditions for increased structure, feelings of safety, and a positive learning environment.



Consistency is Key! Not Severity!

- It is less important what the consequence is, than that something is consistently done.
- How staff respond or what consequence is used is less important than the certainty that something will be done, even something relatively brief such as redirection or re-teaching.
- Responses to inappropriate behaviors should always be:

Calm - Consistent - Brief - Immediate - Respectful



Make Your Response Predictable for You and the Student Both!

- **Make consequences *system dependent* instead of *teacher dependent***
 - Keeps things matter-of-fact
 - Helps keep you and the student from escalating
 - Makes responding more efficient (lowest possible disruption to flow of instruction)
- **Decide what the consequence for broken rules will be in advance**
- **Match the intensity of your consequence to the intensity of the behavior**

Common Levels of Behavior

- **Level 1 (Junk Behavior)**: Behavior that does NOT affect the learning of that student or others
- **Level 2 (Minor Behavior)**: Behavior that only affects that student
- **Level 3 (Major Behavior)**: Behavior that affects the learning of that student, others, and/or the learning environment
- **Level 4 (Illegal Behavior)**: Behavior that is considered illegal

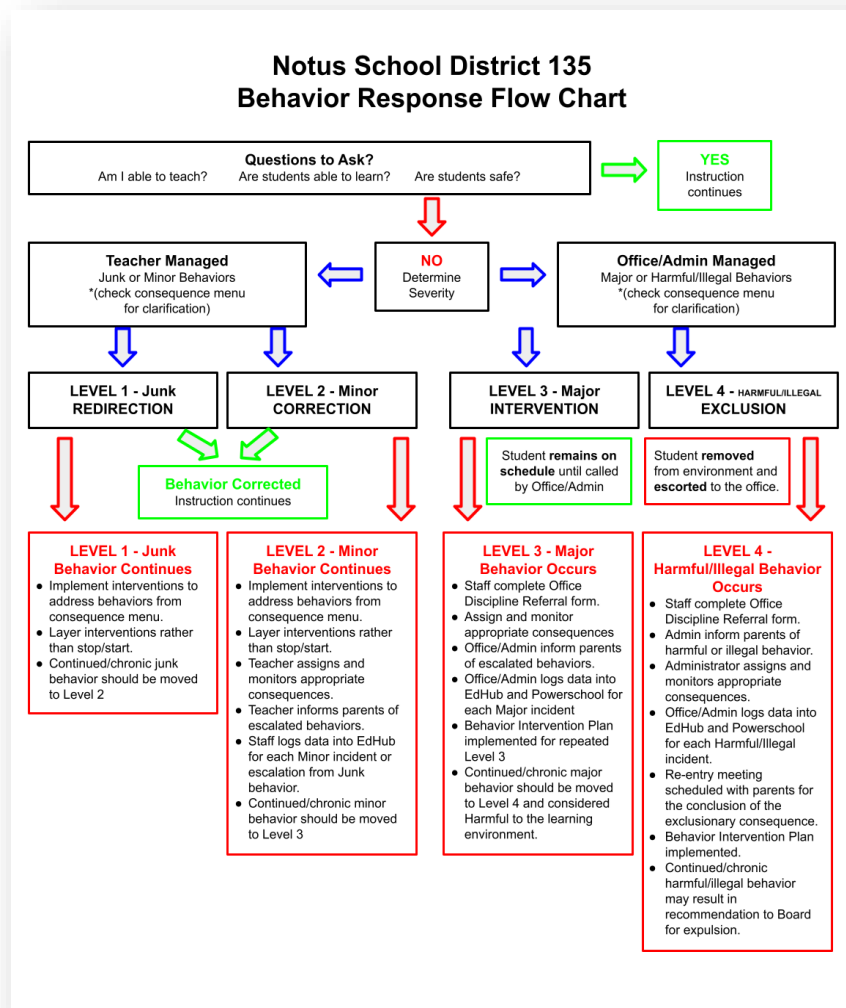
Notus Elementary: Levels of Behavior

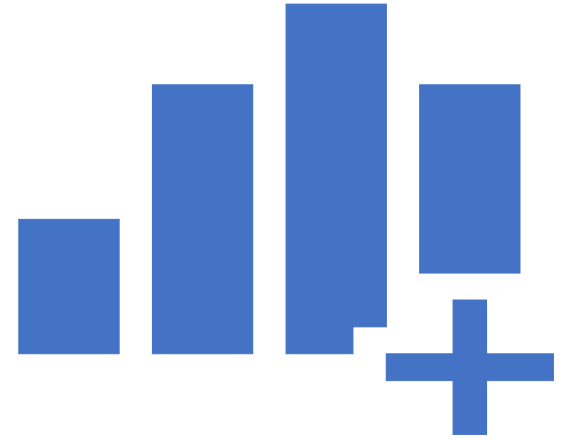
Teacher/Staff Managed – Minor Behavior Incident Record					
Level 1 – Redirection Junk behavior affects students with min. classroom interference			Level 2 – Correction Behavior interferes with the learning of others		
Behavior Examples	<ul style="list-style-type: none"> Whining Food/drink in class Unprepared Missing/incomplete/late work Tardy Interrupting Wandering Speaking without permission 	<ul style="list-style-type: none"> Sleeping in class Lying Cell phone/Technology Off task Arguing Distracting others Talking out of turn Note passing Yelling Tattling 	Behavior Examples	<ul style="list-style-type: none"> Chronic Level 1 Behaviors Defiance/Non-compliance Disrespect (cutting in line, profanity, gossip, inappropriate comments) Property Misuse 	<ul style="list-style-type: none"> Peer Conflict Harassment Disruptive (running in hallways, behavior that interrupts class) Inappropriate physical contact (tripping, shoving, pushing, horseplay)
Consequence Menu	<ul style="list-style-type: none"> Eye contact Proximity Verbal warning Cuing Pre-teaching Pre-correcting 	<ul style="list-style-type: none"> Re-Teach Expectation Redirect Acknowledge for Expected Behavior Parent contact Reflective Think Sheet Restorative Practices 	Consequence Menu	<ul style="list-style-type: none"> Seat change Loss of privileges Detention Friday School Refocus Reflective Think Sheet Parent contact Meeting with teacher(s) Peer Mediation with Counselor Bus Citation Restorative Practices 	
Data Tracking	<ul style="list-style-type: none"> Only for chronic/repeated behaviors Staff logs into EdHub 		Data Tracking	<ul style="list-style-type: none"> Staff logs incident in EdHub 	

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Decision-Making Flowchart





Utilizing Data for Decision Making

Big Ideas

We make better decisions when we use data. We are able to...

- Respond consistently to problem behavior
- Regularly monitor patterns of problem behavior
- Identify contexts (e.g., locations, grade levels, schedules) where more support is needed
- Understand why problem behaviors continue (i.e., perceived motivation or function of behavior)
- Reduce referral disproportionality by race, ethnicity, disability, gender, and other characteristics

Key Features of Effective Data Systems

- Data are accurate
- Data are very easy to collect
- Data are used for decision-making
- Data are available when decisions need to be made
- Data collectors must see the information used for decision making

Data-Based Decision Making

- Data helps us to ask the right questions. They **do not** provide the answers.
- We use data to:
 - Identify and refine problems
 - Define the questions that lead to solutions
- Data helps place the problem **in a context** rather than upon students.



An Office Discipline Referral
(ODR) Form should NOT be
viewed as a consequence!

It is only a data-collection tool.



Office Discipline Referrals

Ask the “BIG 5” questions:

1. **How Often** are problem behavior events occurring?
2. **Where** are they happening?
3. **What** types of problem behaviors?
4. **When** are the problems occurring?
5. **Who** is contributing?

Elements of a Schoolwide Approach to Supporting Students and Preventing Problem Behavior



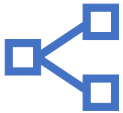
The Schoolwide Leadership Team



Schoolwide Expectations



Instruction of Expectations



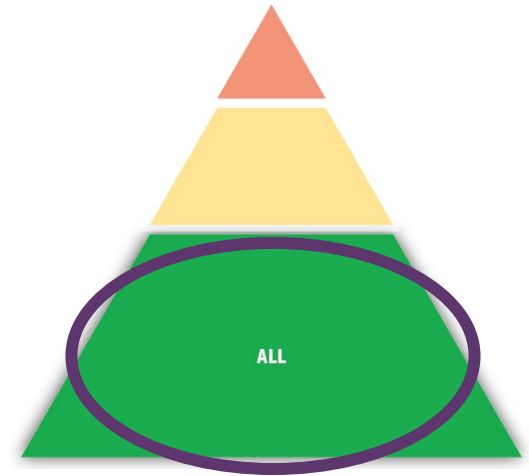
Acknowledging Positive Behavior



Consistent and Predictable Consequences



Utilizing Data for Decision Making



Learning Objectives

Participants will explore the following *Schoolwide Strategies to Preventing Challenging Behavior*:

- Schoolwide Leadership Team
- Schoolwide Behavior Expectations
- Instruction of Behavior Expectations
- Acknowledging Positive Behavior
- Consistent and Predictable Consequences
- Utilizing Data for Decision Making