DEFUSING DISRUPTIVE BEHAVIOR IN THE CLASSROOM
OBJECTIVES

• Understanding the cycles of “Acting-Out” behavior

• Learning ways of intervening to prevent disruptive behavior

• Understanding behavioral chains and interactive pathways

• Understanding the importance of “not taking it personally” when students act out
GUIDING PRINCIPLES

For the School Community

1. Respect all school and district rules.
2. Solve conflicts maturely, without physical or verbal violence.
3. Keep school and campus areas free of graffiti, weapons, and drugs.
4. Be good role models and help create a positive school environment.
5. Report all bullying, harassment, or hate-motivated incidents.
6. Display good sportsmanship on both the athletic field and playground.
7. Attend school on time, have school books and supplies, and be prepared to learn.
8. Keep social activities safe and report any safety hazards.

SCHOOL CLIMATE BILL OF RIGHTS

Elementary

Secondary

DISCIPLINE FOUNDATION POLICY

Los Angeles Unified School District
Policy Bulletin

TITLE: Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support

NUMBER: BUL-6231.0

ISSUER: Michelle King, Senior Deputy Superintendent
School Operations
Earl R. Perkins, Assistant Superintendent
School Operations

DATE: February 14, 2014

PURPOSE: This Los Angeles Unified School District is committed to providing all students with a rigorous educational program, which prepares them to be college or career ready and productive members of society. All LAUSD students will attend schools with climates that focus on safety, teaching, learning, and interpersonal relationships that enhance student learning and well-being. Every student, preschool through adult, has the right to be educated in a safe, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning.

This bulletin provides guidelines and procedures for a consistent framework for developing, refining, and implementing a culture of discipline built on positive behavior support and interventions. It incorporates changes in the District policy relating to school discipline resulting from the Board Resolution-2013 School Discipline Policy and School Climate Bill of Rights.

After replacing Bulletin 3638.0 – Discipline Foundation Policy: School-Wide Positive Behavior Support, dated March 27, 2007. This reflects the District’s reorganization and the implementation of the 2013 School Discipline Policy and School Climate Bill of Rights Board Resolution.

GUIDELINES:

I. BACKGROUND

In 2007, the District adopted the Discipline Foundation Policy that resulted from a Board Resolution directive. The Discipline Foundation Policy served as the framework under which all District practices relating to discipline and school safety were to be applied.

On May 14, 2013, the Board of Education adopted the Board Resolution-2013 School Discipline Policy and School Climate Bill of Rights. This resolution requested that staff review current policies related to discipline, utilize alternatives to school suspension to correct student misconduct, and by 2020, develop and implement Restorative Justice practices as an alternative to traditional school discipline. This bulletin, in accordance to

DISCIPLINE FOUNDATION POLICY
Academic Systems

Intensive, Individual Interventions
- Individual Students
- Assessment-based
- High Intensity

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions
- All students
- Preventive, proactive

Behavioral Systems

Intensive, Individual Interventions
- Individualized positive behavior support plans
- Individual counseling
- Crisis intervention
- Threat assessment
- Restitution

Targeted Group Interventions
- Parent/student conference
- Reflective behavior journaling
- Behavior contract
- Small group social skills instruction
- Small group emotion management instruction

Universal Interventions
- All settings, all students
- Preventive, proactive
- Positive behavior expectations are clearly defined, modeled, taught, practiced and reinforced
<table>
<thead>
<tr>
<th>Teacher</th>
<th>Jason</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Jason, please turn in your assignment.</em></td>
<td><em>What assignment?</em></td>
</tr>
<tr>
<td><em>The assignment you didn’t finish during class.</em></td>
<td><em>I finished it.</em></td>
</tr>
<tr>
<td><em>Great, please turn it in now.</em></td>
<td><em>I don’t have it with me now.</em></td>
</tr>
<tr>
<td><em>You have a choice: turn it in or do it again.</em></td>
<td><em>You never believe me.</em></td>
</tr>
<tr>
<td><em>I guess you’ve made the choice to do it again.</em></td>
<td><em>Make me.</em></td>
</tr>
<tr>
<td><em>That’s disrespect…go to the office.</em></td>
<td><em>F______ you!</em></td>
</tr>
<tr>
<td><em>(Moves closer … &amp; puts hand on Jason’s. shoulder).</em></td>
<td><em>(Pulls away, glares, &amp; raises fist as if to strike).</em></td>
</tr>
</tbody>
</table>
GOALS IN CORRECTING BEHAVIOR VIA INTERACTIVE PATHWAYS

Goal 1: Avoid Escalation
- The teacher’s responses serve to reinforce the student’s response and sets the occasion for the student’s next response in the interaction.

Goal 2: Interrupt the Behavior
- The situation can be escalated or defused depending on the kind of response the teacher provides.

Goal 3: Ensure Appropriate Future Behavior
- Student behavior can be managed as a function of how the teacher responds to the problem behavior.
MANAGING OFF TASK BEHAVIOR

Video Clip
THE CYCLES OF ACTING-OUT BEHAVIOR

1. Calm
2. Trigger
3. Agitation
4. Acceleration
5. Peak
6. De-escalation
7. Recovery
BEHAVIORAL CHAINS AND INTERACTIVE PATHWAYS

• Series of interactions involving both teacher and student behavior
• Successive behavior “my turn-your turn” events
• Teacher’s behavior sets the stage for the next student behavior
• Escalating behavior chains
• What if the teacher didn’t take a turn?

“Let’s interrupt the pattern of events”
GROUP ACTIVITY

- Read the vignette notice the Interaction-Pathway of the teacher and student response.

- Analyze the teacher responses and student responses to off-task behavior.

- Review the appropriate response to off-task behavior.
RECOMMENDED STEPS FOR DEFUSING AND MANAGING OFF-TASK BEHAVIOR

Step 1: Assess the situation
Step 2: Maintain the flow of instruction
Step 3: Attend to on-task students
Step 4: Redirect off-task students
Step 5: Follow through based on student’s response
PREREQUISITE CLASSROOM CONDITIONS

- Classroom expectations are aligned with school’s School Wide Positive Behavior Intervention Support Plan (3 B’s).
- Cooperation and on-task behavior are taught as classroom expectation.
- Students have the necessary skills.
- Transitions are carefully planned.
- Task requirements are clearly presented.
- Adequate time is allocated for task completion.
- Procedures for requesting assistance are established.
RESPONDING PERSONALLY TO PROBLEM BEHAVIOR

What pushes your button?
QUIT TAKING IT PERSONALLY (Q-TIP)

• Can be cultural or value based
• Related to authority issues
• Students pushing your buttons
Q-TIP (Cont.)

How do you know if you’re taking it personally?

- Immediate response
- Volume, tone of voice, body language
- Proximity to students, finger pointing, threats
What can you do...

• Pause before reacting

• Coaching ourselves through self-talk
  o End result—behavior likely to escalate
  o Professional vs. personal
  o Behavior learned; response to trauma
  o Unmet needs

• Using other self-calming strategies

• Self Care
CAROUSEL ACTIVITY

- What can we do to prevent acting-out behavior?
- What can we do when a student’s behavior is escalating?
- What are the recommended steps for managing off-task behavior?
- What can we do to prevent our buttons from being pushed?
REVIEW: STRATEGIES FOR DEFUSING DISRUPTIVE BEHAVIOR

• Pause and disengage

• Maintain flow of instruction

• Neutrally present choices, privately

• Allow time for choice

• Follow through based on student’s choice

• Debrief later
“Never respond to an angry person with a fiery comeback, even if he deserves it. Don’t allow his anger to become your anger.”

Bohdi Sanders
Wisdom Warrior
“People don’t care how much you know until they know how much you care.”

Teddy Roosevelt
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• Bulletin 6269.0 Multi-Tiered System of Behavior Support for Students with Disabilities

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For additional resources visit the
Restorative Justice website at
https://achieve.lausd.net/dfp