The Ins, Outs and In-Betweens: Success for Students in Alternative Settings

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Learning Objectives

- Introduction to Alternative Settings
- Classroom Strategies
- ALC Placement
- Bridging the Gap
- Conclusion

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Introduction

Starting the Alternative Learning Environment Conversation

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Alternative defined

- Alternative Learning Environment, Center, Setting or Program
  - Designed for:
    - Students at risk
    - Students displaying extreme behaviors
- Merriam-Webster Dictionary defines *alternative* as:
  - Different from the usual or conventional

BUT WHAT DOES IT MEAN???

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Alternative Education: School vs Program

SCHOOL – a physically separate facility
- Different campus
- May house elementary, middle and/or high school
- Application process
- County schools may be limited in number of spots available for students

PROGRAM – an alternate setting housed within the school
- ALE – Alternate Learning Environment
- SCC – Second-chance classroom
- ISS – In-school suspension

alternative

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Student Needs
- Attendance
- Academic progress – IEP/504
- Graduation likelihood
- Behavior

ALE Purpose
- Following policy
- Build supports
- Smaller setting
- More individualized planning

Does Tier 3 *always* mean ALE?
- Tier 3 students need supports built
  - In the ALE
  - In the classroom
- Preventative practices
- Proactive approaches

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Classroom Strategies
Putting Action Into Planning

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Mindset Shifts

THINK CHALLENGING BEHAVIORS

Do you ask yourself:

"Am I willing to try everything to fix it?"

OR

"Why do I have to make changes?"

Do you say:

"I need to make these changes this year…"

OR

"This is what I have always done. It's worked before."

"It's not my job…"

NEW MINDSET ↓ NEW RESULTS

It's always going to be something. WE'RE HERE NOW. What are we going to do?

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Start with the BASICS

- **B**ehavior – Define it, Model it and Teach it
- **A**ntecedents – Finding the triggers
- **S**upports – School-wide Expectations, Discipline systems
- **I**nstruction – Teach, Model, Reteach, Practice, Repeat
- **C**lassroom – Expectations, Practices and Acknowledgments
- **S**trategies – Proactive & Preventative

BEHAVIOR Accommodations

Possible Accommodations

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Behavior
Define it, Model it and Teach it

Challenging behaviors:
- A term used to describe behavior that interferes with an individual's daily life.
- OUR definition of challenging behavior will be different from others based on our personal experiences – both good and bad.
- Behavior, even challenging behavior, is a FORM OF COMMUNICATION.

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Antecedents
Identifying the problem

What we see: Behavior

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Antecedents
Identifying the problem

Finding the triggers

What we see: Behavior

What we don't see:
What's under the surface

SOCIAL SKILLS   NEED TO BELONG
          PHYSICAL SAFETY
BASIC NEEDS
SECURITY   THOUGHTS   EXECUTIVE FUNCTIONING
ENVIRONMENTAL   ATTACHMENT
STRESSORS   HUNGER
POWER   SLEEP   NEED FOR CONNECTION
     ATTENTION   EMOTIONS
PHYSICAL HEALTH   ANGER

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Antecedents

Identifying the problem

Finding the triggers

Noticing the need

| 1. Gain Attention: |
| 2. Gain Access: |
| 3. Avoid or Escape: |
| 4. Automatic or Sensory: |

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Antecedents

Identifying the problem

Finding the triggers

Noticing the need

Finding the function

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Supports
- School-wide Expectations
- Problem behaviors defined
  - Classroom managed
  - Office managed
  - Proactive approaches
  - Preventative measures
- Decision rules
  - Hierarchy for problem behaviors
  - Using data
  - Tier 2 supports
  - Tier 3 supports

KIDS DO WELL IF THEY CAN.

AND IF THEY CAN'T, IT IS OUR JOB AS ADULTS TO FIGURE OUT WHAT IS GETTING IN THE WAY SO WE CAN HELP.

DR. ROSS GREENE.

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Instruction

- Teach
- Model
- Reteach
- Practice
- Repeat

Students: Learn something new? Needs repeated **8** times.

Adults: Learn something new? Needs repeated **25** times.

Students: To UNLEARN a behavior and REPLACE it with a new behavior? New behavior needs repeated **28** times.

New behavior to become AUTOMATIC: Takes an average of **66** days.

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"Maybe I'm having trouble staying glued to my seat because I'm not eating enough paste."

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Classroom

- Expectations
  - Classroom Matrix
- Practices
- Acknowledgments
- 4:1 ratio
- Academics vs Behavior

"If you want it,
teach it···
model it···
re-teach it···
and acknowledge it
when you see it"

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Strategies

Proactive & Preventative

- Talking to the student
- Talking to the parents
- Visuals
- Intensify Tier 1

Take a break, take a breath!

When I feel upset, sad, or unfocused at school I can:

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Exhausting it all

Your toolkit

Trying over & over, again & again

Using data

Teach & reteach

Model & practice

See & acknowledge

i did everything i could for you.
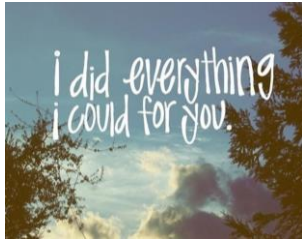
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ALC Placement

Transitioning to Alternative Settings

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Facts or Myths?

FACTS

MYTHS
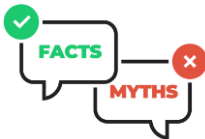
Alternative placement is **BAD**...

❌ **B**ehavior is out of control

❌ **A**cademic leniency

❌ **D**umping ground

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What it's not…

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Why ARE they there, then?

We're trying to avoid exclusionary practices, but sometimes policy, or our exhausted practices, requires it.

- Policy 4373 *(Expected Behavior in Safe and Supportive Schools)* says "an alternative education program is a temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions. The purposes of these programs are to: 1) provide a safe and orderly learning environment for the education of all students in the public schools of West Virginia and 2) meet the educational needs and disruptive students through the development of alternative education programs."

- "Alternative education programs for disruptive students encompass a range of program options."

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How are they getting there?

Tier 1 decisions rules

↓

Unsuccessful Tier 2 interventions

↓

Consequences guided by policy
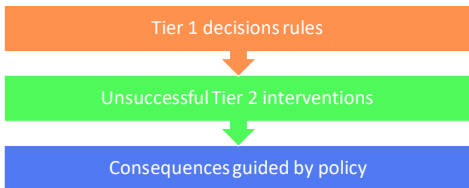
Are these clear within your school and/or district?

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What happens when they're there?

✓Deep dive into needed supports
✓Focused instruction
✓Progress monitoring

Academic Challenges

Skill Deficits

Behavior Change
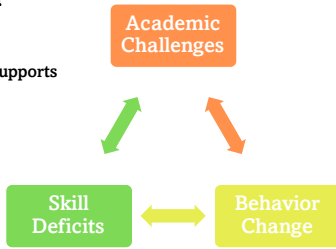
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Intensifying Tiers

Transition Ahead

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Intensifying Tiers

We are safe, respectful, and responsible.

teach. reteach.

PASSPORT TO LEARNING

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Layers of Support
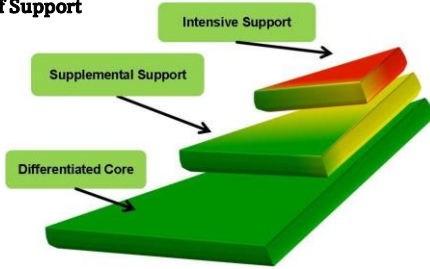
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Duration and Return

Tier 1 decisions rules

Following policy

Success with supports
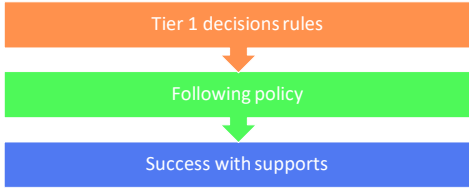
Are we preparing for their return?

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What about the teacher and classroom?

WE WERE ON A B·R·E·A·K

Behavior Change Ahead?

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What do you do when they're gone?

OLD HABITS   CHANGE

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Bridging the Gap
Prepping for Return & Planning for Repair

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The Conversation

- The Transition Timeframe
- Fidelity to the Plan
- Using the Resources available
- Problem-solving Focus

KEEP CALM AND TAKE A SEAT

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The Transition Timeframe

What's the model?

Define the timeframe
- Back to school
- Back to the classroom

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Fidelity to the Plan: Reduce the Exclusionary

Policy 4373 – "Alternative education program is a *temporarily* authorized departure from the regular school program…"

- Addressing skill deficits to avoid repeat placement
- FBAs and BIPs – EVERYONE needs to be heard
- What works/What may not

Disrupting the Preschool To Prison Pipeline

SRI Education

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Using the Resources available

- ALC Staff
- Assistant Teachers
- Social workers
- Counselors

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Problem-solving Focus: Defining Responsibilities

- ❑ Administrators
- ❑ ALE Staff
- ❑ County Office
- ❑ Home school Staff
- ❑ Classroom Staff

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The Repair

- The Transition Timeframe
- Fidelity to the System
- Using the Resources Available
- Problem-solving focus

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Slide 43

Why every student deserves a champion

RITA PIERSON

TED

The Transition Timeframe

How are we supporting their return so they're successful, regardless of the duration?

- Expectations & feedback
- Support space
- Praise ratio
- 2x10 strategy
- Check-in/Check-out
- One caring adult

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Slide 44

All students are
WELCOME
in my classroom.
come exactly as you are.

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Slide 45

Fidelity to the System:

What's the goal?

Increase Desired Behavior

Prevent and Decrease Problem Behavior

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Using the Resources Available

Who's supporting you?
- Admin
- Specialists
- County-level
- BSS

How are you supporting your students?
- Access to all tiers
- Are you engaging in function-based practices?

ESCAPE	ATTENTION	TANGIBLES
BEHAVIORAL MOMENTUM	VISUAL SUPPORTS	NON-CONTINGENT REINFORCEMENT
ENVIRONMENTAL ARRANGEMENT	DIFFERENTIAL REINFORCEMENT	VISUAL SUPPORTS
FUNCTIONAL COMMUNICATION TRAINING	SOCIAL STORIES	PROVIDING CHOICES
EXTINCTION	PROVIDING CHOICES	RESPONSE COST
FOLLOW THROUGH WITH DEMAND	PLANNED IGNORING	FIRST/THEN
FREQUENT REINFORCEMENT	FUNCTIONAL COMMUNICATION TRAINING	FUNCTIONAL COMMUNICATION TRAINING
MANIPULATING SETTING EVENTS		

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Problem-solving Focus

Guilty of admiring your problems?

Control the controllables!

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Conclusion

Breaking the Cycle

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Adult level respect & Developmentally appropriate expectations

RESPECT IS THE KEY

The problem with most parenting...

I think the biggest breakthrough in my parenting was making the paradigm shift

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Don't belittle; EMPOWER

Be human

Quit waiting for the calvary

You don't have to be an EXPERT, but you do have to be the AGENT of CHANGE

YOU ARE THE CAVALRY
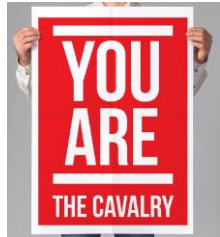
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Need more?

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- Contact your region's Behavior Support Specialist (BSS)
- Follow us on Facebook: WV PBIS
- Add yourself to our listserv. QR codes are at the Registration table.

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Evaluations

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