



Spring, 2005  
Issue 2

**Managing On-Site Discipline for Effective Learning (MODEL)**

**What is MODEL?!? Data Drives Problem-Solving**

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As part of the MODEL program, sites analyze office referral and suspension data on a monthly basis to identify behavior patterns and trends.

**Office Referral Data Analysis**

Prior to analyzing office referral information, MODEL schools are trained to input referral data into the SB2000 — Referral Information System (RIS). The district's data base is able to generate a number of reports, some of which include:

- Top 15 Students Referred
- Average Referrals/Month
- Referrals by Student
- Referrals by Location

**Suspension Data Analysis**

With the assistance of the MODEL coaches, schools also analyze suspension data which is compared to the previous month as well as the previous year. Suspension data is categorized by:

- Number of Students Suspended / Month
- Number of Days Missed Due to Suspension / Month

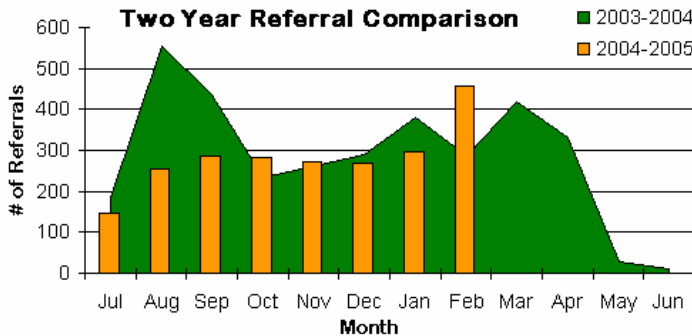
**Using Data to Be Proactive**

Once the site begins to analyze discipline data, a number of proactive procedures can be put into place.

For example:

- Increase the *amount* of supervision in identified areas of concern
- Increase the *effectiveness* of supervision (trainings, assigned duty locations, etc.)
- Teach / practice the behavioral expectations
- Acknowledge students who behave appropriately
- Enforce well-thought-out consequences
- Evaluate the effectiveness of imposed consequences

Solid data analysis provides a means to monitor the effectiveness of individual and school-wide interventions. ■



**"If you always do what you always did, you'll always get what you always got."**  
- Moms Mably

**Send Us Your Newsletter Contributions**  
The Super MODEL newsletter provides quarterly information and showcases the positive school-wide changes being implemented by district MODEL schools.  
Please submit MODEL articles / photos / ideas to:  
[suzy.johns@sbcusd.com](mailto:suzy.johns@sbcusd.com)  
[jackie.patrick@sbcusd.com](mailto:jackie.patrick@sbcusd.com)

## Framework: School-wide Trainings — Environmental/Functional Factors

More than fifteen PowerPoint presentations are available to assist sites in the process of school-wide change.

This issue highlights “*Understanding Environmental & Functional Factors.*”

### Presentation Overview:

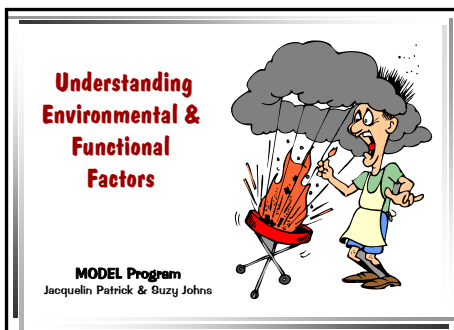
The better we understand *Environmental* and *Functional* factors, the better we will be able to manage problem behaviors.

### Presentation Content:

- All behaviors (even misbehaviors) serve a purpose.

- People continue to use behaviors for one simple reason, they work.
- All staff members, if properly trained, can identify the factors which contribute to problem behaviors.

- Office referral forms should **identify** and **document** environmental and functional factors.
- Behavior Support Plans (BSP) should **address** and **manage** environmental and functional factors.



### Audience:

All staff — certificated / classified

### Length of Presentation:

30 to 45 minutes

### Question to Consider:

Are all staff members currently trained to understand WHY problem behaviors occur? ■

## Framework: Office Referral Procedures

### New MODEL Referral Form

In the beginning stages of implementation, MODEL schools adopt a new referral form. The form documents the *Location* and *Problem Behavior* as well as the *Environmental* and *Functional Factors* contributing to the behavior.

**Environmental Factors** are events or conditions which occur immediately prior to, and may possibly contribute to, the *Problem Behavior*. Examples include:

- an adult gave a directive
- a change occurred in the routine
- the class was engaged in seat work

**Functional Factors** are the reasons, or the motivation, for the *Problem Behavior*. Every behavior occurs for one of two reasons:

- to **gain** something (peer and/or adult attention, respect, access to a desired task, etc.)
- to **avoid** something (person, subject, task, etc.).

Office Referral			
BE SAFE! BE RESPONSIBLE! BE RESPECTFUL!			
Student Name: _____		Student #: _____	
Teacher: _____		Referring Staff Member: _____	
Grade: _____	Track: A B C D	Date: _____	Time: _____
Location	Problem Behavior	Environmental Factors	Possible Function
<input type="checkbox"/> Sunrise Program <input type="checkbox"/> School arrival and/or dismissal <input type="checkbox"/> On bus/bus area <input type="checkbox"/> Cafeteria <input type="checkbox"/> Classroom <input type="checkbox"/> Library <input type="checkbox"/> Office <input type="checkbox"/> Hallways <input type="checkbox"/> Playground <input type="checkbox"/> Restrooms <input type="checkbox"/> Special event and/or assembly <input type="checkbox"/> After school <input type="checkbox"/> Other (specify)	<b>Chronic/Minor Offences:</b> <input type="checkbox"/> Disrupted classroom <input type="checkbox"/> Ignored adult directive <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Teasing <input type="checkbox"/> Play fighting <b>Major Offences:</b> <input type="checkbox"/> Harassing, Bullying <input type="checkbox"/> Verbally Threatening <input type="checkbox"/> Dress code violation <input type="checkbox"/> Stealing <input type="checkbox"/> Damaged property <input type="checkbox"/> Inappropriate touching <input type="checkbox"/> Pushed/Hit/Kicked another person <input type="checkbox"/> Other (specify)	<input type="checkbox"/> Adult request and/or directive(s) <input type="checkbox"/> Oral instruction <input type="checkbox"/> Individual seat work <input type="checkbox"/> Unstructured time <input type="checkbox"/> Group work <input type="checkbox"/> Transition <input type="checkbox"/> Teasing from other students <input type="checkbox"/> Changes to routine <input type="checkbox"/> Other (specify)	<input type="checkbox"/> Peer attention <input type="checkbox"/> Adult attention <input type="checkbox"/> Obtain items and/or activities <input type="checkbox"/> Avoid peer(s) <input type="checkbox"/> Avoid adult(s) <input type="checkbox"/> Avoid task/activity <input type="checkbox"/> Other (specify)

Top Portion of a MODEL Office Referral Form

### A New Way to Look at Behavior

In order to change behavior, it is necessary to understand the *Environmental* and *Functional Factors* which contribute to the *Problem Behavior*. When completing the MODEL referral form, staff must shift their focus from WHAT the problem behavior is to WHY it is happening.

The bottom portion of the referral form allows staff to write a summary of the incident, as well as document the interventions taken to address the *Problem Behavior*.

Prior to the adoption of the new referral form, MODEL sites are trained how to complete the form, as well as identify *Environmental & Functional Factors*. ■

## Two New Schools Start MODEL Training

### MODEL Training: Day One

As of January, two new schools joined the MODEL Program — **Emmerton Elementary** and **Del Vallejo Middle School**.

The new teams have a lot of energy and are meeting on a weekly basis. Although there is a lot to accomplish before the July implementation date, they are more than up to the task.

Established MODEL members are encouraged to contact the new teams and support them through the planning stages (see page 4 for contact names).

Special thanks to Principals Anne Johnson-Curtis and Charles McWilliams for bringing MODEL to their sites. ■



Del Vallejo Middle School's MODEL Team

## Wilson Elementary: School Police & Safety Bill Teach the Rules



Safety Bill with Wilson Students

### EVERYONE Teaches the Rules

Chief of School Police, **Gary Underwood**, **Officer Barnes** and **Safety Bill** taught Wilson students the importance of *Being Safe, Responsible & Respectful* at both home and school. Presentations included role-plays, demonstrations and student participation.

Many thanks to School Police, Safety Bill & Wilson Principal, Janie Morales, for supporting the MODEL Program. ■



Officer Barnes & Chief Underwood

## Arrowview Middle School: Facilitating MODEL Team Meetings

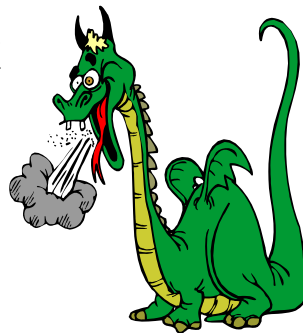
Article contributed by:  
**Naomi Myerchin, 6th Grade Teacher**  
**Arrowview MODEL Team Facilitator**

Part of my job as MODEL Team meeting facilitator is to set up and run the team's (bi-weekly) meetings. I keep a list of ideas and topics, send e-mail reminders and schedule / reschedule meetings as needed.

There is never enough time to cover all of the topics that need to be discussed, so I

prioritize to get the "little" items done at the top of the meeting, while leaving time for the "main courses."

My role during the meetings consist of: ensuring members take turns, keeping side conversations to a minimum and restating



Arrowview MS:  
Home of the Dragons

team members' positions.

We use a *consensus method* to make all decisions. If there is disagreement, we work to consensus or agree to postpone an item until a later date. We've never had serious division in the group, but if there were, we would probably refer a question to administration or Jackie/Suzy.

Being a team leader is a challenge, but I enjoy it. ■

# One Year Later: A Team Member's Perspective

## In Her Own Words — Naomi Myerchin

The MODEL program is alive and well at Arrowview thanks to two things: administrative support and dedicated team members. Just as we have undergone a change in administration, we mark our first year anniversary.

We have made progress in the following areas:

- o reduced suspension days,
- o students and staff know and utilize the MODEL rules,
- o teachers are progressing in affecting behaviors in positive ways.

We are fortunate to have built a team with people who have a pro-student attitude and understand the basics of positive reinforcement. We don't all agree all the time, we don't have the same teaching or management styles, but we do have a lot of respect for one another and a profound interest in improving our school. Our success comes from listening to each other, being frank with our administrators (who listen, help, and accept our input), and giving each other *lots* of moral support. Good results and determination keep us on task.

We still have a long way to go as we enter our second year, and the future looks promising. ❖



Naomi Myerchin, MODEL Team Facilitator at Arrowview Middle School

## Contact Information:

### MODEL Coaches:

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Jackie Patrick  
John Oliveri

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## Site MODEL Teams

- **Arrowview Middle School**  
Suzy Keidel, VP; Naomi Myerchin, Teacher  
Meetings: 2nd & 4th Thursdays @ 2:30 p.m.
- **Del Vallejo Middle School (new team)**  
Kristin Bicondova, VP; Jason Jones, Teacher  
Meetings: Every Wednesday @ 2:30 p.m.
- **Emmertton Elementary (new team)**  
Anne Johnson-Curtis, Principal; Sheryl Denniston, Teacher  
Meetings: Every Friday @ 8:00 a.m.
- **Monterey Elementary**  
Caroline Weeks, VP; Judy Rodriguez, Counselor  
Meetings: 1st & 3rd Thursdays @ 8:15 a.m.
- **Newmark Elementary**  
Santosh Trikha, Principal; Marcia Dery, Teacher  
Meetings: Mondays—before or after school
- **Riley Elementary**  
Sane Mataitusi, Principal; Michael Partida, Counselor  
Meetings: Every four weeks (4/28/05) 12:30—3:30 p.m.
- **Serrano Middle School**  
Frank Miranda, VP; Nancy Flores, Teacher  
Meetings: Every Tues. @ 2:30 p.m.
- **Wilson Elementary**  
Janie Morales, Principal; Sandy Owens, Teacher  
Meetings: First Wed. of every month (12:30—3:30 p.m.)