

Behavior Management is Hard Work. Does it Have to Be?



How one school district effectively monitors and manages school behavior

We have all witnessed two types of classroom environments: the disorderly one and the orderly one. In the disorderly one, students are off task, the class is noisy and distracting, and the teacher seems stressed out because learning is not taking place. In the orderly one, students are working quietly, raising their hands when they need help, and following the rules. This classroom setting is ideal because students are most successful in an engaging atmosphere that is centered around learning and includes strong classroom management.

Classroom management, the variety of skills and techniques that teachers use to keep students organized and on task, is challenging. So challenging in fact that teachers are using valuable teaching time to address misbehavior and misconduct in class. An unruly classroom has far-reaching consequences that negatively impact everyone. It's harder for students to focus on academics, it reduces student participation, and critical instruction time is squandered.

School districts across the United States have struggled to find effective ways to manage behavior. They oftentimes rely on traditional discipline methods like detention and suspension that have proven to be ineffective and unproductive. Discouraged by academic performance and behavior issues, a school district in Indiana decided it had had enough. It now has an innovative behavior management solution that offers hope.

Arlington Woods Elementary Adopts Review360

Arlington Woods Elementary, located on the eastside of Indianapolis, IN, is a public school serving roughly 500 students in pre-kindergarten through 6th grade. Dr. Kristine Eaton is the former Indianapolis Public Schools (IPS) Wellness Specialist and she retired in October 2018 after working in IPS for 20 years. She said that historically Arlington Woods Elementary has struggled with behavior problems and a high level of out-of-school suspensions. Achievement scores were stagnant, and Dr. Eaton and school officials knew something needed to change. They wanted to focus on behavior and mental health before they addressed academic success, so they researched ways to improve the school climate. Enter **Review360**[®], a web-based behavior improvement system that delivers targeted interventions, strategies, and progress monitoring methodologies to support teachers and students.



Pearson

How Review360 Works

Present in three countries and over 200 school districts, Review360 is dedicated to improving behavior in schools. Dr. Stewart Pisecco, the founder of Review360, said, "If traditional discipline worked, we'd know by now." When behavioral issues are addressed in the right way, teachers have control of their classroom, students are more confident, and the entire class has the opportunity to succeed.

Review360 utilizes universal screening which identifies emotional and behavioral challenges before they become an issue in the classroom. The system also delivers professional development courses, incident management, and progress monitoring which enables teachers to create individual student behavior plans. These offerings and more are integrated in a comprehensive solution that is robust and user-friendly.

Schools using Review360 import all of their students, users, and rosters into the system, faculty reinforces the behavioral expectations of the classroom and school, and behavioral occurrences, both positive and unwanted behavior, are reported. Next, all students are screened for behavior, and progress monitoring plans are created for students who are identified as at risk (per school/district guidelines). Data on progress and incidents is reviewed on an ongoing basis to ensure students are receiving the help and attention they need. Review360 is proven to reduce suspensions, recoup instructional time, and keep administrators, teachers, and parents informed on student progress to close the achievement gap.

The Need for Review360

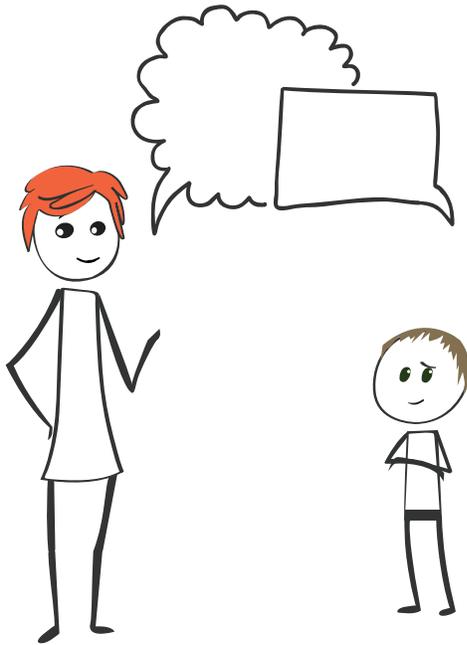
Dr. Eaton was attracted to Review360 because of the tools and resources it provides to the entire learning community. Students feel successful because their needs are being addressed in the right way and teachers are able to receive evidence-based interventions to help them with classroom management. In order to help students excel academically, it is critical that teachers ensure



students are on task, yet 85% of teachers receive no training on how to manage classroom behavior. First-year teachers, in particular, struggle with maintaining order and minimizing disruptions.

Review360 Supports Teachers

Dr. Eaton recalled a first-year teacher who considered quitting because she couldn't manage student behaviors. She would go home frustrated, feeling unequipped to be a teacher. The professional development provided by Review360 helped her address specific concerns in the classroom. There are different courses and teachers can select the one that will be most helpful to them. The Behavior of Concern course, for example, covers the 28 behaviors most classroom teachers identify as being problematic and include topics such as tardiness, excessive talking, clowning around, and more. Each unit has an overview of the behavior, causes of the behavior, missteps the teacher can make to exacerbate the behavior, schoolwide strategies, classroom strategies, and individual student strategies to improve the behavior. With Review360 strategies, the teacher at Arlington Woods Elementary was able to receive the support she needed to create a safe, productive, and engaging environment where all her students could achieve.



"She didn't have success overnight," said Dr. Eaton, "But over time as she was consistent with using interventions, she saw great progress. When I went and observed her room, she had the kids under control and was actually able to teach." The teacher completed the school year and is staying in the teaching profession. "I see that as a real win for her, for us as a district that students didn't lose a teacher, and for Review360 for helping us maintain that teacher."

Review360 Supports Students

One 5th grader at Arlington Woods was struggling daily with behavior issues. He was placed in In-School Suspension, had a behavior plan, and his teacher tried many interventions, including

switching his classroom. However, when Review360 was introduced, his new teacher was able to use interventions that addressed his behavior. He loved leadership roles and one of the Review360 interventions was to give him responsibilities. "He did a complete 180," said Dr. Eaton. "He started feeling like the leader in his classroom. He said, 'I never knew I was a leader, but my teacher told me I was a leader...I never get in trouble anymore, and I have grades good enough to pass the 5th grade.'"

Review360 Provides a Solution for Schools

The mission at Arlington Woods is for all students to be met where they are both instructionally and with their social-emotional needs. Dr. Eaton said for many years she saw students struggling with behavioral issues and mental health and with no resources to help, students were usually retained or placed in special education. Now, that is no longer the case.

Arlington Woods had such a successful pilot year that the Indianapolis Public School district sought and received funding to pilot Review360 in an additional five schools for the 2018-2019 school year. "My big dream would be that this tool would be available to all the schools in our district," said Dr. Eaton. "We want our students to be mentally well. That is our goal. Review360 is one more piece of the puzzle that fits into our framework of services and support to meet the mental health and behavioral needs of our children."