



# Classroom Behavior Initiative



# Overview

## Student



Students who Present with  
Problematic and Disruptive  
Behavior

## General Education Classroom and Peers



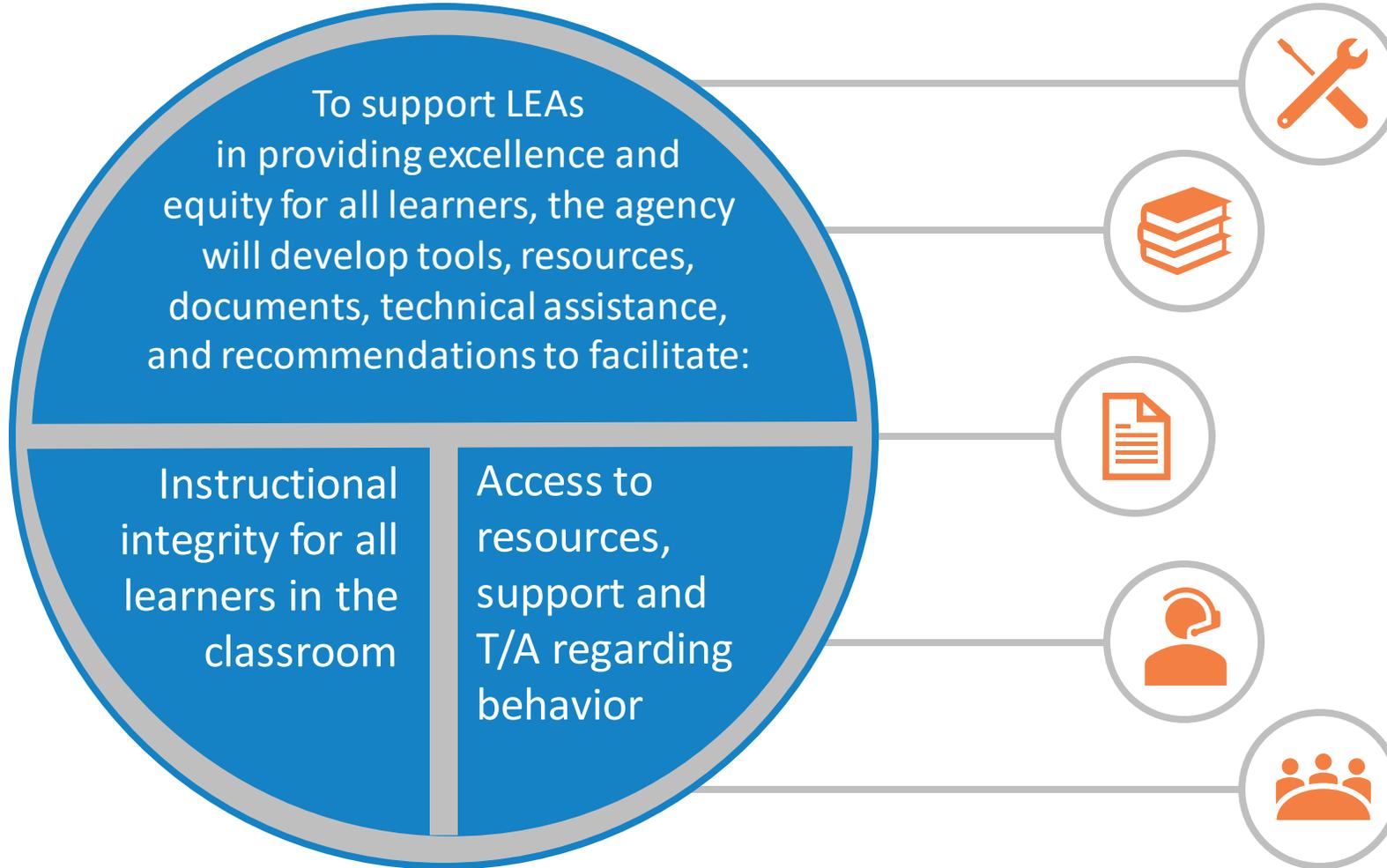
Learning Environment and  
Educational Opportunities are  
Adversely Affected

## Campus and District Level Local Education Agency (LEA)

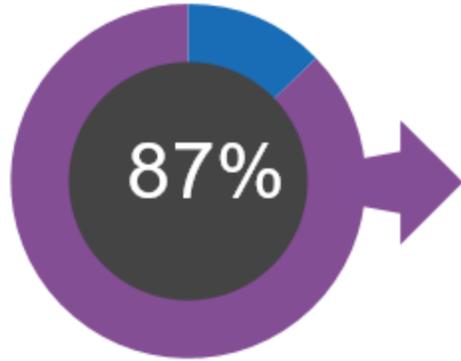


- Experience difficulty supporting and providing effective interventions
- Struggle with identifying and implementing best practices, responses, services, and models
- Want to maintain access to highly effective teaching and instructional integrity for all students

# Mission & Vision



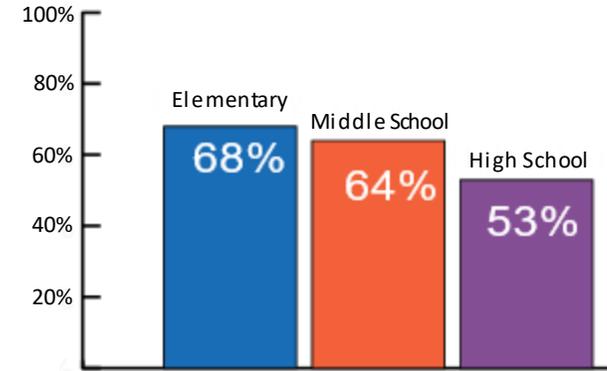
# Supporting Data



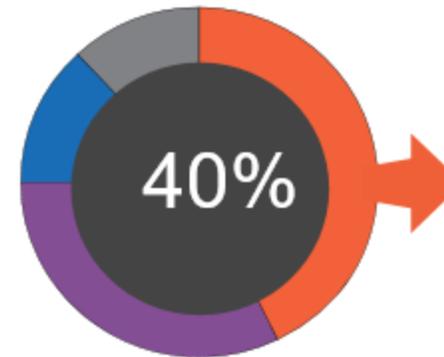
of teachers report serving students with behavioral issues



17% of teachers said they lost 4 or more hours of teaching per week because of behavior



Percentage of teachers that stated they spend instructional time to deal with behaviors



of 500 superintendents surveyed report insubordination, defiance, failure to obey, and disrespect of teachers as the most common infraction for out of school suspensions

# Three-Phase Model



## Clearly Define the Issue:

As a state define the problem experienced by LEAs



## Identify Contributing Factors:

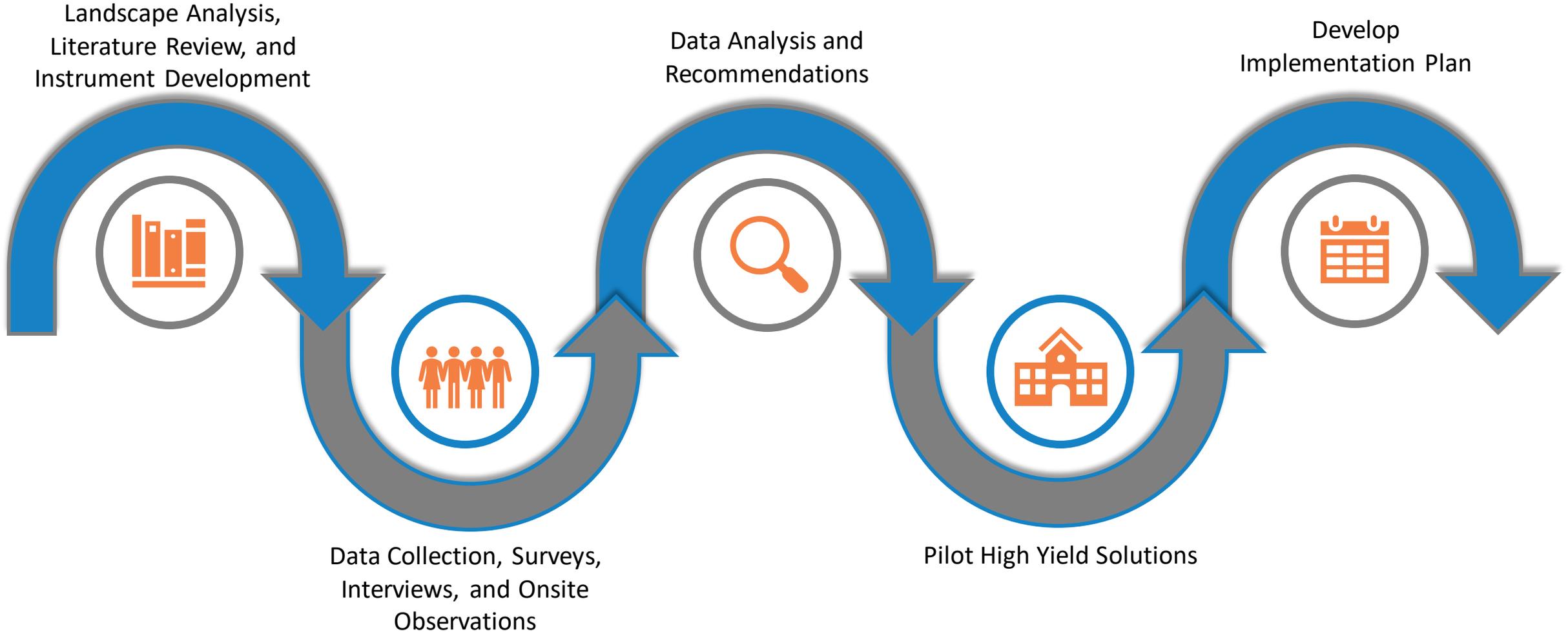
Identify the inputs and factors that contribute to the LEA experience



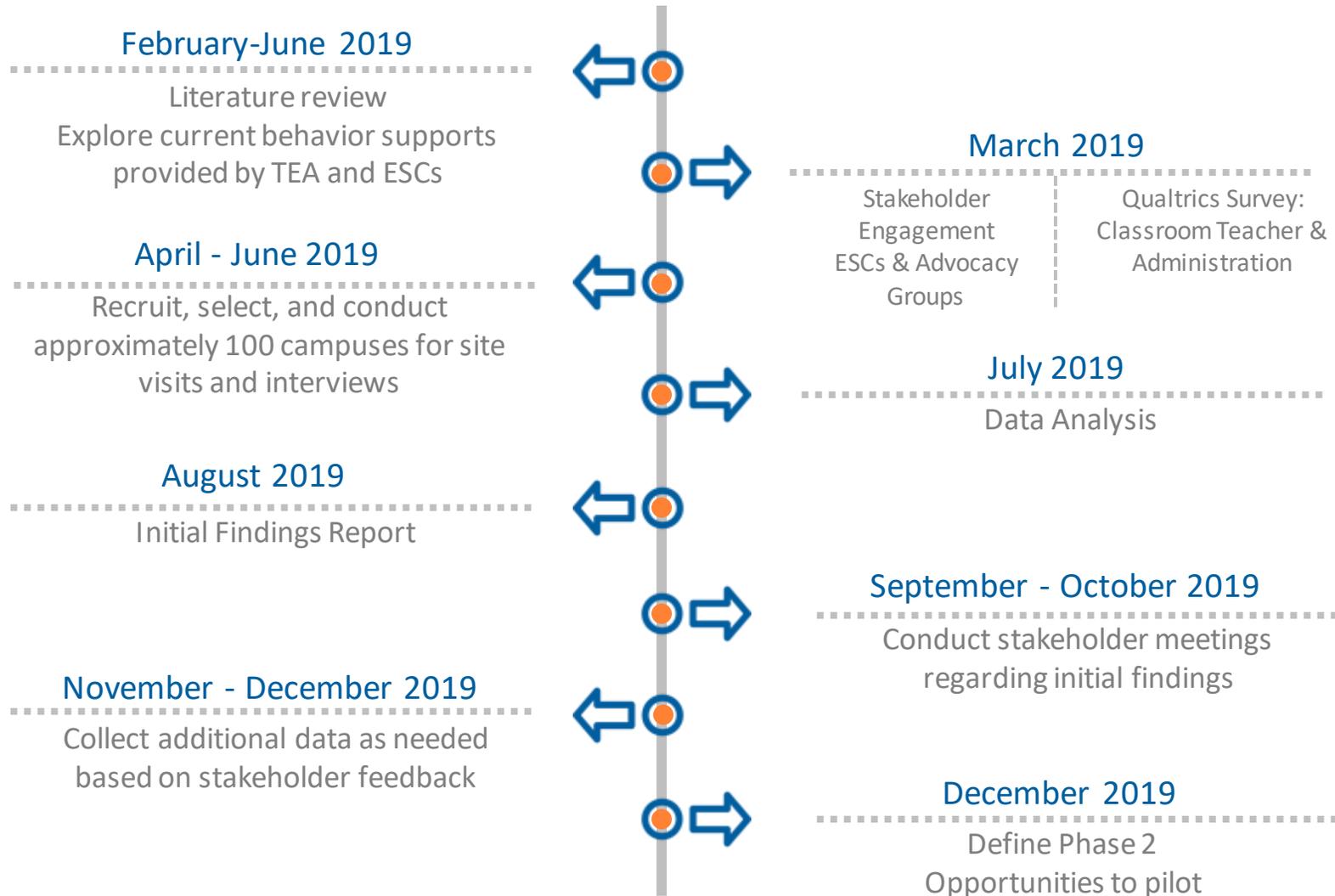
## Find and Execute on Solutions:

Identify solutions and a mitigation strategy that can support LEAs and guide agency work

# Approach



# Proposed Timeline for Phase 1



**What types of classrooms will you be observing?**

TEA's goal is to visit at least 100 campuses this spring across PK-12. Schools in urban, suburban and rural areas, including both ISD campuses and charter schools, will be observed. Campuses that are struggling with this issue, as well as those with programs, supports, and interventions that have positive outcomes related to behavior will be observed.

**Will TEA be judging my teaching, instruction, classroom or campus?**

No, TEA is not looking to judge or evaluate staff, instruction, or campuses. The goal is to understand the impact that disruptive behavior has on instruction and to the campus' environment. TEA also wants to identify promising practices/approaches related to this issue and better understand how those practices are implemented.

**What will TEA want to see or do at a campus?**

TEA wants to observe classroom instruction to understand what campuses are experiencing directly, as much as possible. Additionally, meetings will be set up to gather information from campus teachers and leaders to understand the impact and their experiences related to disruptive behaviors in inclusive settings.

**Will information be kept confidential?**

TEA will not collect or maintain individual information in the surveys. Surveys will ask general demographic questions, but will not ask participants to identify their name or campus.

During site visits, student-specific details and information will not be collected or reviewed. TEA will collect data from teachers and administrators, but will not retain personally identifiable information.

# Contact Information



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