

Designing Positive School-wide Discipline Plans

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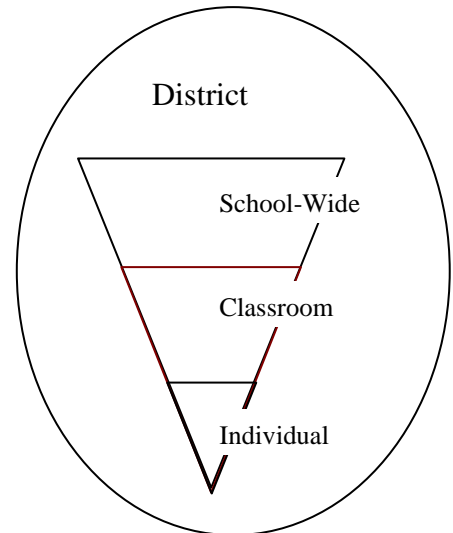


The goal of positive behavior support is to create a safe, civil and productive school.

- Reduce barriers to learning
- Increase motivation to achieve

As part of CPS' efforts in behavior, four levels need to be addressed. If addressed, it establishes a continuous improvement cycle of positive behavior support:

- District- wide
- School-wide,
- Classroom,
- Individualized interventions for the students with the greatest need.



To improve behavior and motivation, staff can manipulate five variables.

1. **Structure**/organize all school settings for success.
2. **Teach** students how to behave responsibly in those settings.
3. **Observe** student behavior (supervise!).
4. **Interact positively** with students.
5. **Correct** irresponsible behavior calmly, consistently and immediately in the setting in which the infraction occurred.

STOIC: Someone respected and admired for patience and endurance in the face of adversity.

The difficulty is getting staff trained and *consistently implementing* these practices. Why is this so difficult

Discipline problems drive staff crazy!

Many schools depend too much on punitive consequences.

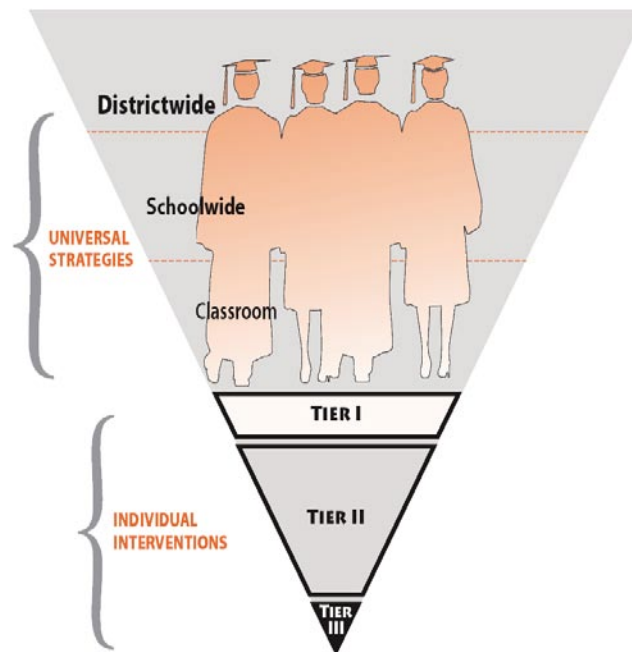
Some staff may not realize how malleable much power they have to shape behavior.

Potential outcomes:

- Reductions of expulsions, arrests, suspensions (OSS & ISS), referrals to special education for behavior/disciplinary reasons, office referral, truancy, tardiness and classroom disruptions
- Improved safety
- More invitational school climate
- Improved average daily attendance of students and staff
- Empowered staff-- Reduced staff turnover
- Improved “school connectedness,” resulting in increased motivation, resulting in improved academic outcomes
- Increased academic achievement.

The Goal of RTI (Both academic and behavioral)

No student falls through the cracks



Remember that behavior support is a continuous improvement process, not a product, or a task with a completion point. Every school can always be a better place for some of the students.

School-Wide Discipline—Creating A Campus Structure

A site based leadership team, including active support from the principal

Involvement of ALL staff (and students, families and community as appropriate)

Data driven decision making to drive an on-going “Improvement Cycle”

Review meaningful data, such as:

Surveys of Staff, Students and Parents

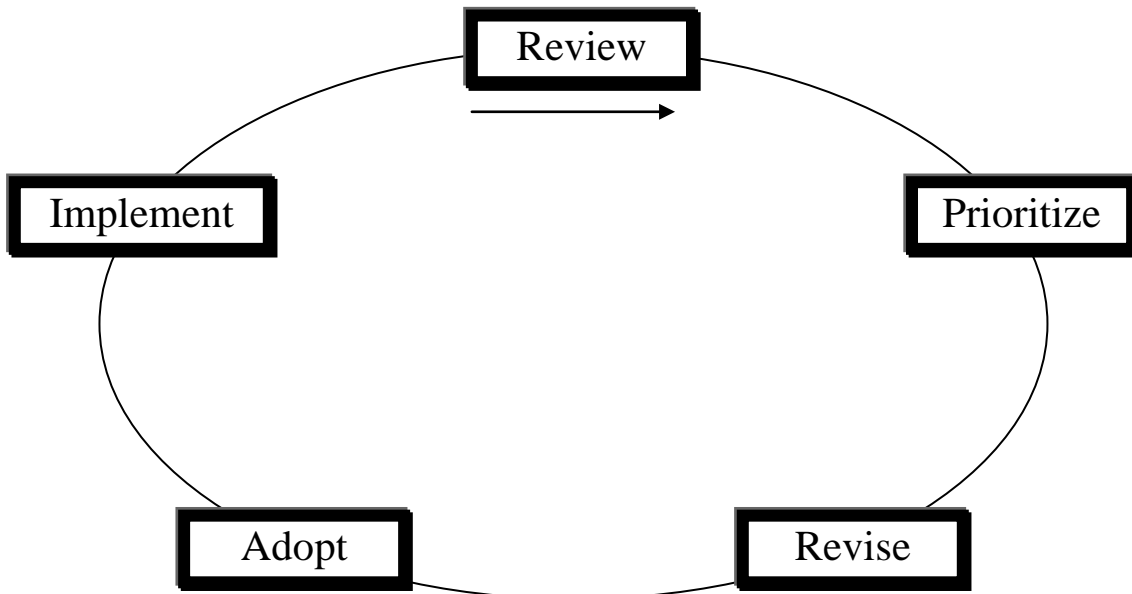
Observations of common areas

Patterns of disciplinary referral

- Type of offense
- Location
- Month or week
- Day of the week
- Time of the day
- Referring staff

Injury reports

Focus groups



Safe & Civil Schools

Dr. Randy Sprick, Director

Creating a Functional Team

Actively involving the entire staff in a unified and consistent approach is crucial to implementing positive behavior interventions and supports (PBIS) and response to intervention (RTI) for behavior-related issues through *Safe & Civil Schools*. Although a functional leadership team has been shown to be a key to effective implementation, a fully functioning team is absolutely essential to creating consistency within a very large staff. Following are leadership team suggestions gleaned from more than 20 years of working with elementary and secondary school teams on schoolwide discipline and behavior support.

To be most effective, this leadership team should consist of six to nine staff members, including a school-based administrator and representatives of the entire staff. The suggestion of six to nine is based solely on group dynamics. If the team gets too large, it becomes very difficult to sit around a table and discuss issues. The team must meet on a regular basis to maintain the cycle of reviewing data, selecting priorities, and revising policies and procedures you want the staff to adopt and implement. If the team stops meeting (or meets but is not efficient), the process of continuous improvement grinds to a halt.

The principal must be actively engaged with the team and with the PBIS/RTI processes. Either the principal or an assistant principal may lead a PBIS initiative on a campus and be an actively participating team member. However, if it is an assistant principal, the principal must be actively supportive and participate in communicating to the entire staff the importance of the work the team is doing. The principal must also help ensure fidelity of implementation of any agreed-upon policies and procedures. The staff has to see that the principal is directly engaged, or the chance of a faction within the staff being unwilling to follow through increases dramatically. In every example of a great implementation of *Safe & Civil Schools* in a large urban school, the principal has been actively and vocally supportive of all the efforts.

Representation on the team must mirror, as closely as possible, the population of the staff. Because general education teachers make up the largest percentage of the staff, there must be an adequate number of general education teachers on the team. In a high school, this representation of general education teachers might be organized by departments, grade levels, teachers with common planning periods, or professional learning communities, depending on how the lines of organization and communication work within the school. There should be at least one special education teacher to represent the special education staff. Once representation of teaching staff is achieved, ensure that every member of the school staff is directly connected to a member of the team. **For example, someone on the team must directly represent the custodial staff, even if that person is not a custodian. Someone must represent counseling staff, clerical staff, food service staff, etc.** To limit the team to nine members, some members will have to represent multiple groups. Following is an example of a team configuration. Keep in mind that this is only one example. Each school should form its team based on lines of communication, influence, and affiliation.

Sample Staff Representation on the Team

Team members	Who each member represents
Principal	Administrative team
6th grade teacher	6th grade teachers and clerical staff
7th grade teacher	7th grade teachers and counseling staff
8th grade teacher	8th grade staff, parent advisory groups, and PTA
Specialist (e.g., PE)	Specialist staff (art, music, PE, technology), student council, and all other student groups
Special education teacher	Special education staff, psychologist, social worker, and mental health liaison
Custodian	Custodial staff and food service staff
Campus security officer	Campus security, nursing, and school volunteers

Once the groups and representation are formed, identify actual team members by asking each group to select someone to represent them. In one very successful high school, each group was told to identify someone they respected and could learn from. In other words, because the team was going to receive ongoing training in PBIS and RTI, each group decided who they wanted to attend the training and bring the information back to them. If the team members are not well respected and influential, there is greater risk that the team may be ineffective, perhaps even creating greater divisions among staff, instead of serving as a unifying force.

Whenever the team is going to discuss an issue that affects constituents who are not on the team, the team member who represents that constituency should not only seek input from his or her constituents, but also invite them to the next team meeting. For example, if the team is going to discuss some aspect of the cafeteria, food service and custodial personnel should be invited to join the next team meeting. If they cannot attend, their representative should bring their thoughts and opinions to the meeting.

Note that no parents or students are on the team; instead, members of the team serve as student and parent representatives. Sometimes the team may need to discuss important internal staff business such as staff morale or staff inconsistency in implementing a particular policy. It may be very difficult to have a frank discussion about important business (which could be viewed as “airing dirty laundry”) with a parent or student in attendance. We support actively involving students and parents in many specific PBIS activities (such as collecting and analyzing data, selecting priorities for improvement, serving on task forces to develop new policies), but the team needs the freedom to have frank, open, and even occasionally contentious discussions about internal staff issues.

Once the team is functioning and receiving ongoing training and support, it can take specific actions to guide and unify staff in design and implementation of PBIS and a three-tiered RTI model. By striving to ensure that all staff have adequate representation through a voice on the team and by “marketing” their efforts and purpose, the team can serve to unify and motivate staff to actively follow through on all agreed-upon policies and procedures.

Whenever student behavior is not responsible and motivated, do something differently—REVISE.

When revising school-wide policies and procedures, staff must work together to implement a plan that manipulates the five variables.

1. Structure/organize all school settings for success. For example:

- Physical arrangements
- Scheduling issues
- Organizational patterns
- Routines and procedures
- Expectations for students
- Expectations for staff

2. Teach students how to behave responsibly in those settings. For example:

- Lessons on common area expectations, routines and policies
- Lessons on classroom expectations—Unique to each classroom
- Lessons on essential behaviors such as respect, bullying prevention, school pride, and possibly even keeping things neat
- Coaching provides a great model of teaching, and reteaching as needed.
- Coaching also provides a great model of inspirational leadership.

3. Observe student behavior (supervise!).

Without monitoring, even responsible adults will push the limits.

In the common areas, this involves organizing supervision to insure that:

- a sufficient number of adults are present.
- friendly, respectful behavior is modeled.
- the adults are coordinating with and supporting each other.
- students receive consistent information on what is acceptable and not acceptable.

Use data to spot long-term trends and set priorities for improvement.

4. Interact positively with students. This involves three different skills.

A. Interact in a welcoming manner with every student.

Say hello, use students’ names

Show an interest in students—listen, converse.

B. Provide age appropriate, non-embarrassing positive feedback.

C. Strive to interact more frequently with every student when s/he is engaged in positive behavior than when s/he is engaged in negative behavior.

3:1 ratio of attention to positive versus negative behavior

5. Correct irresponsible behavior fluently.

Mild, Calm, Consistent, Pre-discussed, Brief, Respectful

Sample Menu of Classroom Corrections	Sample Menu of Common Area Corrections
<ul style="list-style-type: none"> ▪ Give a gentle verbal reprimand ▪ Use a proximity correction ▪ Keep a record of the behavior ▪ Use “planned ignoring” ▪ Reduce points (if using a point system) ▪ Implement a “response cost lottery” ▪ Assign time owed from recess or after class ▪ Assign time owed after school ▪ Assign a time out at the student’s desk ▪ Assign a time out at another location in the classroom ▪ Assign an inter-class time out ▪ Issue a demerit (3 demerits = after-school detention) ▪ Have student fill out a “Behavior Improvement Form” ▪ Require restitution by the student ▪ Referral 	<ul style="list-style-type: none"> ▪ Use a proximity correction ▪ Give a gentle verbal reprimand—Some types include: <ul style="list-style-type: none"> Quick: Use a “one liner” Instructional Humorous Appeal to relationship ▪ Keep a record of the behavior ▪ Written notification to teacher ▪ Assign a time out—“Stay right there for 30 seconds.” ▪ Assign a time out in a specified location ▪ Time out with supervisor: “Stay with me for one minute.” ▪ Have student fill out a “Behavior Improvement Form” ▪ Require restitution by the student (e.g., apology, go aback and walk ▪ Issue a demerit in cafeteria or playground (3 demerits equals one to three days of: <ul style="list-style-type: none"> Recess 101 with a highly skilled assistant Restricted area or assigned table Assigned to work with counselor Work detail ▪ Referral

Summer—Complete final preparations to launch the New Year.

Sample Lesson Schedule for the First Five Days of School (Teachers of freshmen allocate at least ten minutes per lesson; other grade levels use professional judgment.)

	1 st Period	2 nd Period	3 rd Period	4 th Period	5 th Period	6 th Period
Monday	Section 1 START on Time! Basic Hallway/ Restroom Expectations	Section 2 START on Time! Tardy Policy/Sweep Procedures	Section 3 Cafeteria Procedures: Teachers of 9 th graders—Tour	Section 4 START on Time! Locker Logic	Section 5 START on Time! Civility in the Halls and All School Settings	Section 6 Dismissal, Bus Loading, Expectations to and from School, Arrival
Tuesday	Section 7 START on Time! Safety in Halls, Restrooms, and Courtyards	Section 8 Safety Lesson 1: Threats Will Be Taken Seriously (in <i>Foundations</i>) ◇◇◇	Section 9 Fire Drill, Earthquake, Safety, and Lockdown (or “Women and Children First”) ***	Section 10 START on Time! Civil Interactions with Staff, and School Pride	Section 11 Safety Lesson 2: Right to Be Safe/Responsibil ity to Contribute to Safety (in <i>Foundations</i>) ◇◇◇	Section 12 Campus Environment (or “Loiterers Will Be Prosecuted”) ***
Wed.	Section 13 Safety Lesson 3: What Is Harassment? (in <i>Foundations</i>) ◇◇◇	Section 14 Dress Code: Video Broadcast During Last Ten Minutes of Cass	Section 15 Safety Lesson 4: Everyone Belongs in This School/This School Belongs to Everyone (in <i>Foundations</i>) ◇◇◇	Section 16 Grading, Cheating, and Plagiarism (or “Advice from a Sixth-Year Senior”)**	Section 17 Clubs and Service Opportunities at This School	Section 18 Safety Lesson 5: Personal Power and Control, Part 1 (in <i>Foundations</i>) ◇◇◇
Thur.	Section 19 Graduation Requirements—How to Monitor Your Progress	Section 20 Safety Lesson 6: Personal Power and Control, Part 2 (in <i>Foundations</i>) ◇◇◇	Section 21 Athletic Opportunities and Eligibility Requirements	Section 22 Maturity (or “Why ‘Yo Mama’ Is NOT an Appropriate Response”)**	Section 23 Safety Lesson 7: Teasing and Destructive Humor Can Be an Abuse of Power (in <i>Foundations</i>) ◇◇◇	Section 24 Personal Conduct/Social Expectations (or “Hey, Don’t Say or Touch That!”
Friday	Section 25 Safety Lesson 8: When You Are on the Receiving End of an Abuse of Power (in <i>Foundations</i>) ◇◇◇	Section 26 Locker Maintenance and Academic Organization	Section 27 Safety Lesson 9: Everyone Shares Responsibility to Stop Threats, Bullying, Harassment, and Other Abuses (in <i>Foundations</i>) ◇◇◇	Section 28 Dress Code Redux (or “We’ve Seen It All Before”)**	Section 29 Student Success Is the Goal: Academic Help Is Available	Section 30 Safety Lesson 10: Help is Available If You Need It (in <i>Foundations</i>) ◇◇◇