

Closing the School Discipline Gap

AB 420
School Climate
PBIS
ALTERNATIVE DISCIPLINE

MTSS
TIER 2
SEL
Trauma-Informed Practices

Lisa Adams
Human Rights
Region IV

Karen Taylor
IPD
Region IV

Online binder:
<http://bit.ly/2tLBKpX>

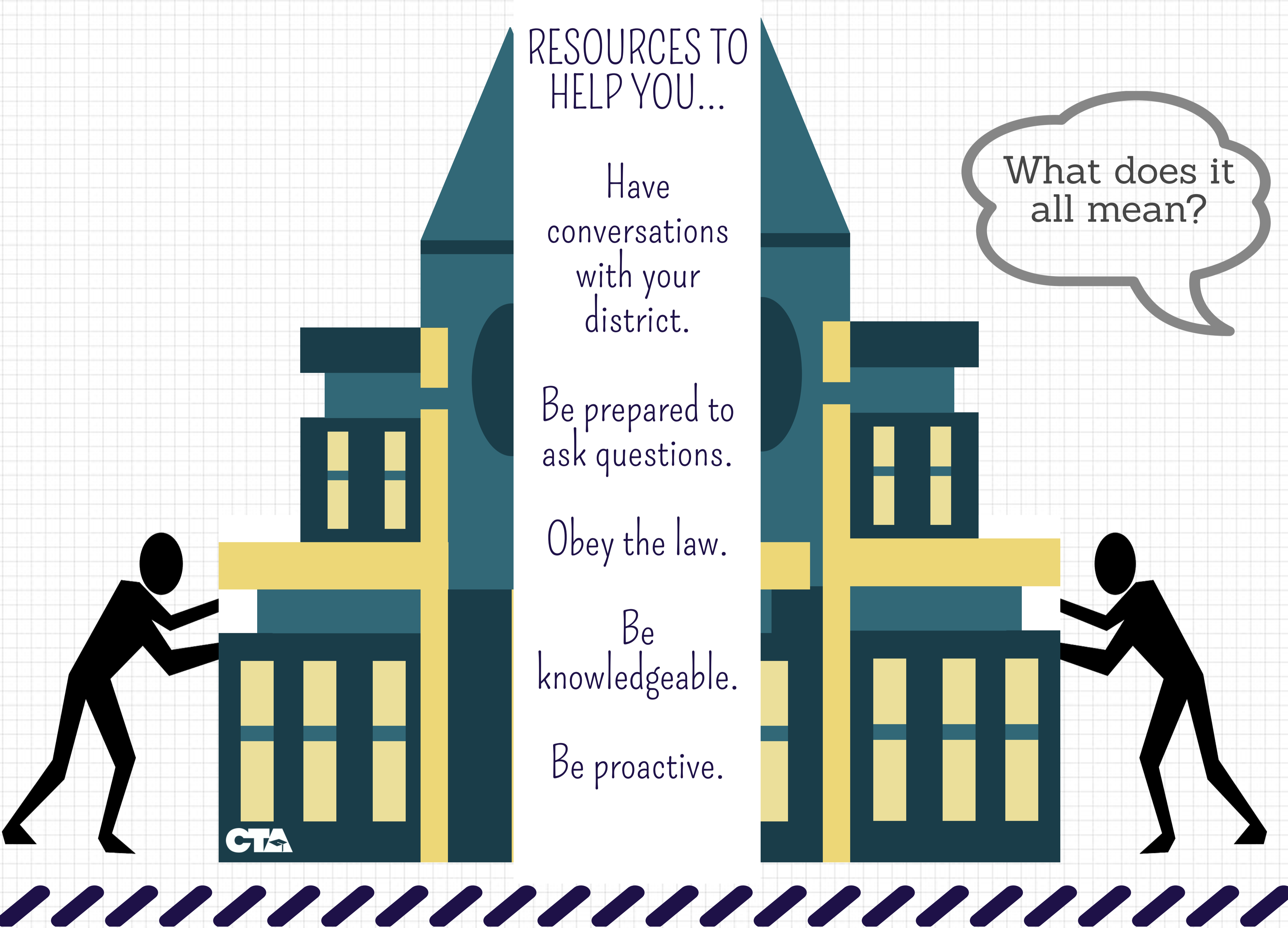


Table of Contents

TAB ONE: General Information

What is PBIS?.....	1
Menu of Evidence-Based Supports.....	3
CA EC 56520: Behavioral Interventions for Students with IEPs.....	5-8

TAB TWO: CTA and NEA Policies, Research, and Advisories

CTA Policy: Suspension, Expulsion, Exclusion and Exemption	9
CTA Policy: School to Prison Pipeline and Incarceration.....	11
NEA Policy Brief on School Climate.....	13-16
NEA Policy Brief on PBIS.....	17-22
NEA Backgrounder: Social Emotional Learning Competencies.....	23-24
AB 420 Bargaining Advisory.....	25-26
CTA Alternative Discipline Survey.....	27-34

TAB THREE: Other Restorative Practices and Frameworks

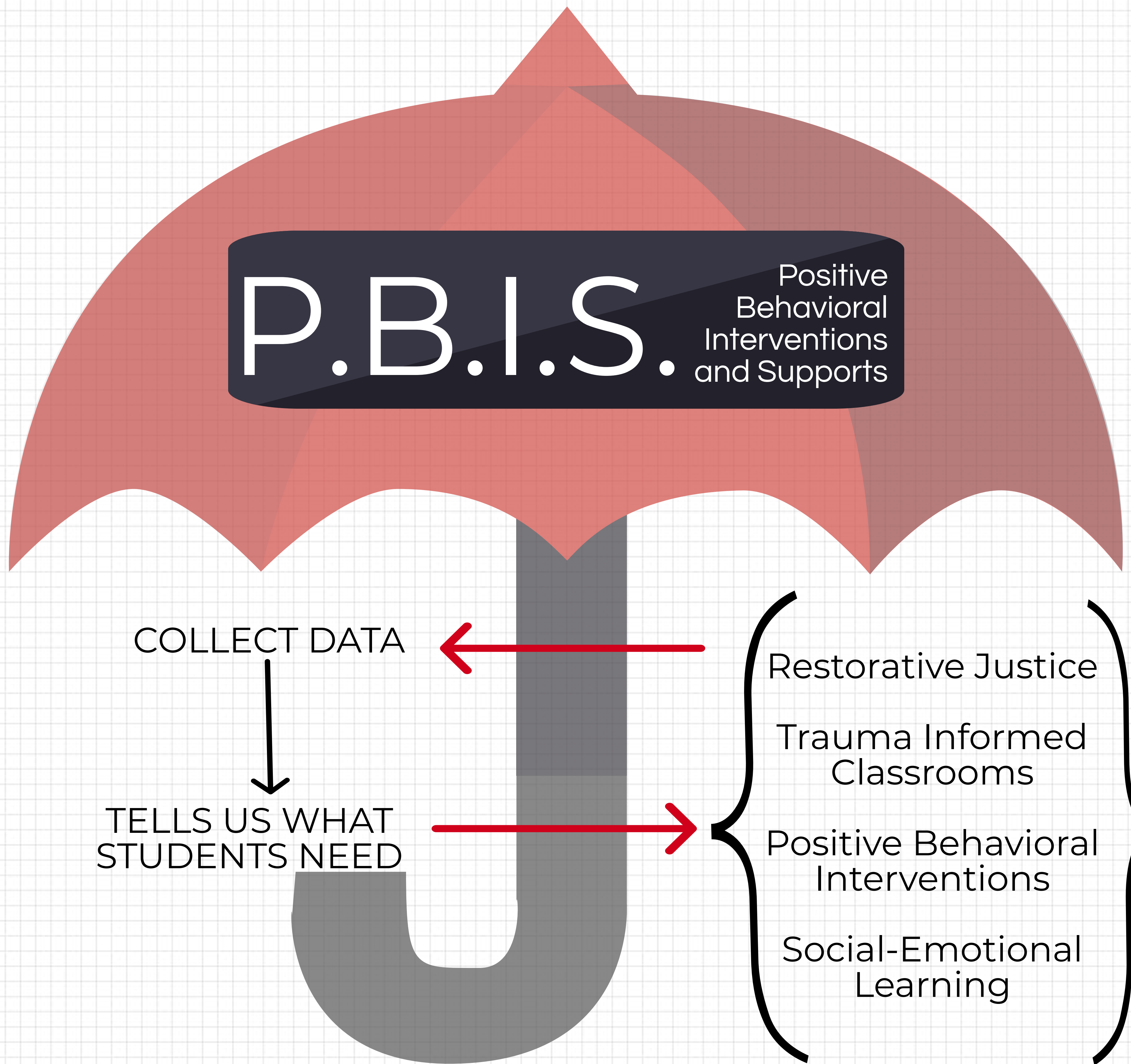
The Tale of Two Schools	35
Restorative Practices to Respond to Challenging Behavior.....	37
8 Tips for Schools Interested in Restorative Justice.....	39-42
Why Schools Need to be Trauma Informed.....	43-46
Social-Emotional Learning and Other Initiatives.....	47
Social-Emotional Learning and Universal Design for Learning.....	49
What is a Multi-Tiered System of Support?	51-53
MTSS and LCAP.....	55

TAB FOUR: Tools and Resources

Essential Questions for PBIS Implementation.....	57-58
Hexagon Tool.....	59-64
Schoolwide PBIS Team Review Self-Assessment.....	65-67
CASEL Planning and Implementation Rubric.....	69-72
16 Proactive Classroom Management Strategies.....	73-74
Some Positive Responses to Student Behavior.....	75-78
100 Inexpensive Rewards.....	79-84
SWIS Documentation Project	85-88

TAB FIVE: Miscellaneous

Glossary.....	89
---------------	----



**PBIS is a
FRAMEWORK,
not a
curriculum or
program.**

PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

Menu of Evidence-Based Supports

**Targeted/
Intensive
(High-risk
students)
Individual
Interventions
(3-5% need)**

- FBA-based Behavior Intervention Plan
- Replacement Behavior Training
- Cognitive Behavioral Counseling/Therapy
- Family therapy/Wrap Around/Agencies included

**Selected
(At-risk Students)
Classroom & Small
Group Strategies**

- Behavioral contracting
- Self monitoring
- School-home note
- Mentor-based program
- Differential reinforcement
- Positive Peer Reporting
- Small group SEL or SS training

(10-25% of students respond)

**Universal
(All Students)**

**School/classwide, Equity & Culturally Relevant
& Responsive Systems of Support
(75-90% of students respond)**

- Schoolwide PBIS
- SEL curriculum
- Good behavior game
- 17 Proactive classroom management
- Physiology for learning: Diet, Exercise, Sleep hygiene, stress management

**POSITIVE RELATIONSHIPS WITH ALL STUDENTS;
PROGRESSIVE RESPONSE TO PROBLEM BEHAVIOR**



Education Code Ch. 5.5. Behavioral Interventions

Excerpts Related to Behavioral Intervention from Assembly Bill 86, The Education Omnibus Trailer Bill, Chapter 48, Statutes of 2013.

SEC. 41. Section 56520 of the *Education Code* is amended to read:

56520. (a) The Legislature finds and declares all of the following:

- (1) That the state has continually sought to provide an appropriate and meaningful educational program in a safe and healthy environment for all children regardless of possible physical, mental, or emotionally disabling conditions.
- (2) That some schoolage individuals with exceptional needs have significant behavioral challenges that have an adverse impact on their learning or the learning of other pupils, or both.
- (3) That Section 1400(c)(5)(F) of Title 20 of the *United States Code* states that research and experience demonstrate that the education of children with disabilities can be made more effective by providing incentives for positive behavioral interventions and supports to address the learning and behavioral needs of those children.
- (4) That procedures for the elimination of maladaptive behaviors shall not include those deemed unacceptable under Section 49001 or those that cause pain or trauma.

(b) It is the intent of the Legislature:

- (1) That children exhibiting serious behavioral challenges receive timely and appropriate assessments and positive supports and interventions in accordance with the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.) and its implementing regulations.
- (2) That assessments and positive behavioral interventions and supports be developed and implemented in a manner informed by guidance from the United States Department of Education and technical assistance centers sponsored by the Office of Special Education Programs of the United States Department of Education.
- (3) That when behavioral interventions, supports, and other strategies are used, they be used in consideration of the pupil's physical freedom and social interaction, be administered in a manner that respects human dignity and personal privacy, and that ensure a pupil's right to placement in the least restrictive educational environment.
- (4) That behavioral intervention plans be developed and used, to the extent possible, in a consistent manner when the pupil is also the responsibility of another agency for residential care or related services.
- (5) That training programs be developed and implemented in institutions of higher education that train teachers and that in-service training programs be made available as necessary in school districts and county offices of education to ensure that adequately trained staff are available to work effectively with the behavioral intervention needs of individuals with exceptional needs.

SEC. 42. Section 56521.1 is added to the *Education Code*, to read:

56521.1. (a) Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior.

(b) Emergency interventions shall not be used as a substitute for the systematic behavioral intervention plan that is designed to change, replace, modify, or eliminate a targeted behavior.

(c) No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require the staff to seek assistance of the schoolsite administrator or law enforcement agency, as applicable to the situation.

(d) Emergency interventions shall not include:

(1) Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.

(2) Employment of a device, material, or objects that simultaneously immobilize all four extremities, except that techniques such as prone containment may be used as an emergency intervention by staff trained in those procedures.

(3) An amount of force that exceeds that which is reasonable and necessary under the circumstances.

(e) To prevent emergency interventions from being used in lieu of planned, systematic behavioral interventions, the parent, guardian, and residential care provider, if appropriate, shall be notified within one schoolday if an emergency intervention is used or serious property damage occurs. A behavioral emergency report shall immediately be completed and maintained in the file of the individual with exceptional needs. The behavioral emergency report shall include all of the following:

(1) The name and age of the individual with exceptional needs.

(2) The setting and location of the incident.

(3) The name of the staff or other persons involved.

(4) A description of the incident and the emergency intervention used, and whether the individual with exceptional needs is currently engaged in any systematic behavioral intervention plan.

(5) Details of any injuries sustained by the individual with exceptional needs, or others, including staff, as a result of the incident.

(f) All behavioral emergency reports shall immediately be forwarded to, and reviewed by, a designated responsible administrator.

(g) If a behavioral emergency report is written regarding an individual with exceptional needs who does not have a behavioral intervention plan, the designated responsible administrator shall, within two days, schedule an individualized education program (IEP) team meeting to review the emergency report, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both.

(h) If a behavioral emergency report is written regarding an individual with exceptional needs who has a positive behavioral intervention plan, an incident involving a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the positive behavioral intervention plan.

SEC. 43. Section 56521.2 is added to the *Education Code*, to read:

56521.2. (a) A local educational agency or nonpublic, nonsectarian school or agency serving individuals with exceptional needs pursuant to Sections 56365 and 56366, shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

- (1) Any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric shock.
 - (2) An intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual.
 - (3) An intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities.
 - (4) An intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma.
 - (5) Restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention.
 - (6) Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
 - (7) An intervention that precludes adequate supervision of the individual.
 - (8) An intervention that deprives the individual of one or more of his or her senses.
- (b) In the case of a child whose behavior impedes the child's learning or that of others, the individualized education program team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the *United States Code* and associated federal regulations.

SEC. 44. Section 56523 of the *Education Code* is amended to read:

56523. (a) The Superintendent shall repeal those regulations governing the use of behavioral interventions with individuals with exceptional needs receiving special education and related services that are no longer supported by statute, including Section 3052 and subdivisions (d), (e), (f), (g), and (ab) of Section 3001 of Title 5 of the *California Code of Regulations*, as those provisions existed on January 10, 2013.

(b) This chapter is necessary to implement the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.) and associated federal regulations. This chapter is intended to provide the clarity, definition, and specificity necessary for local educational agencies to comply with the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.) and shall be implemented by local educational agencies without the development by the Superintendent and adoption by the state board of any additional regulations.

(c) Pursuant to Section 1401(9) of Title 20 of the *United States Code*, special education and related services must meet the standards of the department.

(d) As a condition of receiving funding from the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), a local educational agency shall agree to adhere to this chapter and implementing federal regulations set forth in this chapter.

(e) The Superintendent may monitor local educational agency compliance with this chapter and may take appropriate action, including fiscal repercussions, if either of the following is found:

(1) The local educational agency failed to comply with this chapter and failed to comply substantially with corrective action orders issued by the department resulting from monitoring findings or complaint investigations.

(2) The local educational agency failed to implement the decision of a due process hearing officer based on noncompliance with this part, provisions of the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), or the federal implementing regulations, wherein noncompliance resulted in the denial of, or impeded the delivery of, a free appropriate public education for an individual with exceptional needs.

(f) Commencing with the 2010–11 fiscal year, if any activities authorized pursuant to this chapter and implementing regulations are found to be a state reimbursable mandate pursuant to Section 6 of Article XIII B of the California Constitution, state funding provided for purposes of special education pursuant to Item 6110-161-0001 of Section 2.00 of the annual Budget Act shall first be used to directly offset any mandated costs.

(g) The Legislature hereby requests the Department of Finance on or before December 31, 2013, to exercise its authority pursuant to subdivision (d) of Section 17557 of the *Government Code* to file a request with the Commission on State Mandates for the purpose of amending the parameters and guidelines of CSM-4464 to delete any reimbursable activities that have been repealed by statute or executive order and to update offsetting revenues that apply to the mandated program.

SEC. 45. Section 56525 of the *Education Code* is amended to read:

56525. (a) A person recognized by the national Behavior Analyst Certification Board as a Board Certified Behavior Analyst may conduct behavior assessments and provide behavioral intervention services for individuals with exceptional needs.

(b) This section does not require a district, special education local plan area, or county office to use a Board Certified Behavior Analyst to conduct behavior assessments and provide behavioral intervention services for individuals with exceptional needs.

Questions: Policy & Program Services | BIP@cde.ca.gov | 916-323-2409

Last Reviewed: Wednesday, March 29, 2017

CTA Policy

Suspension, Expulsion, Exclusion and Exemption

CTA believes that any decision to suspend, expel, exclude or exempt a student from school should be based upon the Education Code. This decision should be used only as a last resort and only when psychological, emotional or physical safety is compromised. School, district policies should be consistent with sound educational philosophy. Legislation which diminishes the rights of a teacher to remove disruptive students from the classroom environment when deemed necessary by the teacher should be opposed. When a student has been suspended, the classroom teacher shall determine whether makeup work or homework is to be provided. CTA further believes that parents, guardians and any agency that may have guardianship over a student shall be notified of any pending suspension, expulsion, exclusion or exemption of a student from the educational setting. (CRE: May 1978, June 1984, June 1992, April 2012, June 2013)

School-to-Prison-Pipeline and Incarceration Prevention

The School-to-Prison Pipeline is a well-documented, social phenomenon in which students in poverty, students of color, foster youth, LGBTQ+ students, and students with disabilities and special needs disproportionately end up in the criminal justice system and, ultimately, Prison. On top of poverty, unemployment, and lack of social services in the community, the School to-Prison Pipeline arises from:

1. The misapplication and rigidity of zero-tolerance policies.
2. A culture of high stakes testing that identifies students for remediation and academic tracking.
3. Under-investment in on-site social services.
4. A lack of thoughtful and imaginative interventions that meet the educational and emotional needs of students in at-risk situations.

CTA opposes policies and practices that support institutionalized racism, white privilege, white supremacy, poverty, disproportionality in school suspensions and expulsions, and other factors leading to the criminalization and demoralization of students. In addition, CTA opposes excessive investment in the prison-industrial complex, institutional inequity in the distribution of resources, and school environments that are becoming increasingly similar to prisons (tracking devices in student IDs, surveillance cameras, metal detectors, armed guards on campus, etc.).

CTA believes the School-to-Prison Pipeline can be dismantled by:

1. Reducing the use of exclusionary discipline policies.
2. Establishing and enforcing productive discipline policies and practices based on the principles of restorative justice.
3. Removing policies and practices that label children as criminals.
4. Utilizing curriculum materials and pedagogy that are responsive to students in at-risk situations.
5. Ongoing professional development focused on developing and maintaining inclusive, effective classrooms for students in at-risk situations.
6. Investment in providing a full range of on-site social services.
7. Working collaboratively with families to support students.
8. Early childhood education. (

CRE: January 2015, March 2016, February 2017)



NATIONAL EDUCATION ASSOCIATION RESEARCH BRIEF

IMPORTANCE OF SCHOOL CLIMATE

Lindsey O'Brennan & Catherine Bradshaw, Johns Hopkins Center for the Prevention of Youth Violence

What is School Climate?

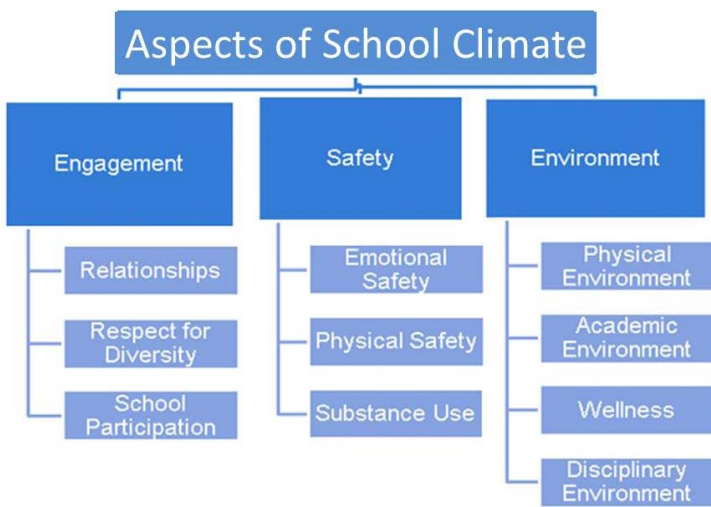
The National School Climate Council (2007) defines school climate as “norms, values, and expectations that support people feeling socially, emotionally and physically safe” (p.4). School climate is a product of the interpersonal relationships among students, families, teachers, support staff, and administrators. Positive school climate is fostered through a shared vision of respect and engagement across the educational system. Emphasis is also placed on the collective sense of safety and care for the school’s physical environment. A related concept is school culture, which refers to the “unwritten rules and expectations” among the school staff (Gruenert, 2008).

Although there is no universally agreed upon set of core domains or features, the National School Climate Center identifies five elements of school climate: (1) *safety* (e.g., rules and norms, physical security, social-emotional security); (2) *teaching and learning* (e.g., support for learning, social and civic learning); (3) *interpersonal relationships* (e.g., respect for diversity, social support from adults, social support from peers); (4) *institutional environment* (e.g., school connectedness, engagement, physical surroundings); and (5) *staff relationships* (e.g., leadership, professional relationships). Similarly, the U.S. Department of Education’s Safe

and Supportive Schools model of school climate (see Figure) includes three inter-related domains or features of *student engagement* (e.g., relationships, respect for diversity, and school participation), *safety* (e.g., social-emotional safety, physical safety, substance use), and the *school environment* (e.g., physical environment, academic environment, wellness, and disciplinary environment) (also see Bradshaw et al., in press).

Why is School Climate Important?

A positive school climate is recognized as an important target for school reform and improving behavioral, academic, and mental health outcomes for students (Thapa et al., 2012). Specifically, schools with positive climates tend to have less student discipline problems (Thapa et al., 2013) and aggressive and violent behavior (Gregory et al., 2010), and fewer high school suspensions (Lee et al., 2011). Research has also shown associations between school climate and lower levels of alcohol and drug use (LaRusso et al., 2008), bullying (Meyer-Adams & Conner, 2008; Bradshaw et al., 2009), and harassment (Attar-Schwartz, 2009). In addition to reducing students’ exposure to risk factors, school climate can promote positive youth development. For example, a favorable school climate has been linked with higher student academic motivation and engagement (Eccles et al., 1993), as well as elevated psychological well-being (Ruus et al., 2007; Shochet et al., 2006). Not surprisingly, schools promoting engaging learning environments tend to have fewer student absences (Gottfredson et al., 2005) and improvements in academic achievement across grade levels (Brand et al., 2003; Stewart, 2008).



U.S. Department of Education’s Safe and Supportive Schools Model

A positive school climate also has benefits for teachers and education support professionals (Bradshaw, Waasdorp et al., 2010). Research shows that when educators feel supported by their administration, they report higher levels of commitment and more collegiality (Singh & Billingsley, 1998). Likewise, schools where educators openly communicate with one another, feel supported by their peers and administration, and establish strong student-educator relationships tend to have better student academic and behavioral outcomes (Brown & Medway, 2007). School climate efforts also have the

potential of increasing job satisfaction and teacher retention, which is a major concern given the high rate of turnover in the field of education (Boe et al., 2008; Kaiser, 2011).

How is School Climate Measured?

Given the importance of positive school climate for students and educators, it is essential for schools to monitor school climate on a regular basis. Several tools have been developed to assess student, parent, and educator perspectives on school climate. The National Center on Safe Supportive Learning Environments has created an online compendium of research-based school climate measures, including surveys to be completed by students, parents, and educators. One such measure included in the collection is the *California Healthy Kids Survey*, which assesses school connectedness, opportunities for meaningful participation, and perceptions of safety across elementary, middle, and high school. The *Comprehensive School Climate Inventory* also measures multiple elements, including an orderly school environment, parent/community involvement, collaboration within the school, and instructional practices. Other assessments, such as the *Communities That Care Youth Survey*, gather data on school, community, family, and peer risk and protective factors related to perceptions of school climate. There have been relatively few observational tools developed to measure school climate, although measures of school engagement and student-educator interactions may tap into aspects of school climate (Pianta et al., 2008).

When assessing school climate, educators should consider the following key factors:

- ✓ **Chose a reliable and valid assessment.** School climate has multiple features (e.g., safety, interpersonal relationships, physical environment); thus, survey instruments should reflect the multi-dimensional nature of the school's culture. Schools should aim for a survey that addresses the emotional, physical, and behavioral aspects of school climate.
- ✓ **Assess annually.** School climate should be assessed on an annual basis; thus, surveys should be easy to administer.
- ✓ **Survey across perspectives.** In order to get a comprehensive view of the school, multiple perspectives need to be assessed. Students, families, teachers, administrators, and education support professionals should be involved in the school climate assessment.
- ✓ **Communicate findings.** An often overlooked, but critical step in the assessment process is sharing the results with the school community. School-wide

presentations, community discussions, PTA meeting presentations, and classroom discussions will help gain buy-in for school climate initiatives and future planning.

- ✓ **Take action.** A core reason for collecting data on school climate is to use it to guide decision-making related to the selection of evidence-based approaches for improving school climate and, more broadly, for informing school improvement efforts which match the school's unique needs.
- ✓ **Repeat.** Re-assess the school climate annually, celebrate improvements, and plan for the next phase of school climate enhancements.

How Can Schools Improve Climate?

Once a school has measured the school climate and identified areas for improvement (e.g., increased supervision in hallways, professional development on cultural diversity), educators need to consider ways to change the school norms, values, and expectations. Integrated and multi-tiered models are often the most effective approaches (Greenberg et al., 2001; O'Connell et al., 2009). Although there is no one-size-fits-all program, there are common features of evidence-based practices related to school climate enhancement.

- ✓ **Multi-tiered framework.** Although the use of a single, targeted program may change specific problem behaviors in the school (e.g., bullying), there is growing interest in the use of multi-component approaches which provide a continuum of programs and support services in order to both target behavior problems and address the broader social ecology of the school.
- ✓ **Communication across partners.** Research indicates that prevention programs are not only more effective, but are more likely to be sustained over time if the entire school community (students, staff, administrators) contributes to developing the program (Greenberg et al., 2003; Rigby, 2007).
- ✓ **Assess school climate from multiple perspectives.** Parents, students, and staff often differ in their perceptions of the school climate (Bradshaw et al., 2009; Waasdorp et al., 2011). While some may debate which perspective is more accurate, it is important to understand multiple viewpoints on school climate, including areas of convergence and divergence.
- ✓ **Data-based decision making.** In order to effectively address the emotional and behavioral needs of a school, several different types of data need to be utilized. These data include, but are not limited to: student, parent and staff surveys, discipline data (e.g., office discipline referrals, suspensions), school-wide observational data, as well as school demographics

(e.g., enrollment, student mobility). This information can inform decisions about implementation of universal, selective, and targeted prevention programs.

Evidence-based Approaches to School Climate Improvement

- ✓ **Positive Behavioral Interventions and Supports** (PBIS; Sugai & Horner, 2006) is a three-tiered prevention strategy that focuses on the prevention of student behavior problems and promotes a positive, collaborative school environment. School staff work together to create a school-wide program that clearly articulates positive behavioral expectations, recognizes when students and educators meet those expectations, and encourages data-based decision-making by staff and administrators. Schools implementing PBIS have documented significant decreases in discipline problems (e.g., bullying, aggressive behaviors, suspensions, office discipline referrals), enhanced school climate, reduced need for counseling and special education services, and improved academic outcomes and prosocial behavior (Bradshaw et al., 2010; 2012; Horner et al., 2009).
- ✓ **Olweus Bullying Prevention Program** (Olweus et al., 2007) is a school-wide evidence-based program designed to reduce and prevent bullying and improve school climate. The tiered program is implemented across all school contexts and includes school-wide components, classroom activities (e.g., class rules against bullying, class meetings), and targeted interventions for individuals identified as bullies or victims. It also includes activities aimed at increasing community involvement by parents, mental health workers, and others. Previous studies of the Olweus program have demonstrated significant reductions in students' reports of bullying and general antisocial behaviors (e.g., fighting, vandalism, theft, and truancy), as well as improvements in schools' social climate (Limber et al., 2004; Olweus, 2005).
- ✓ **Social and Emotional Learning** (SEL; CASEL, 2013) is a framework for developing social and emotional competencies in children based on the understanding that learning is maximized in the context of supportive relationships and engaging educational settings. SEL programs are implemented school-wide (i.e., preschool through high school) and can improve the sense of the school as a caring, supportive environment. For example, the Caring School Community Program and Responsive Classroom are both SEL programs that have been shown to improve student and staff perceptions of the school climate and increase positive behavior and academic performance (CASEL, 2013).

Resources

National School Climate Center: schoolclimate.org

National Center on Safe Supportive Learning Environments: safesupportiveschools.ed.gov/

National Center on Safe Supportive Learning Environments' School Climate Survey Compendium: safesupportivelearning.ed.gov/topic-research/school-climate-measurement

References

- Attar-Schwartz, S. (2009). Peer sexual harassment victimization at school: The roles of student characteristics, cultural affiliation, and school factors. *American Journal of Orthopsychiatry*, 79, 407–420.
- Boe, E. E., Cook, L. H., & Sunderland, R. J. (2008). Teacher turnover: Examining exit attrition, teaching area transfer, and school migration. *Exceptional Children*, 75, 7-31.
- Bradshaw, C.P, Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of School-Wide Positive Behavioral Interventions and Supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions*, 12, 133-148.
- Bradshaw, C. P., Sawyer, A. L., & O'Brennan, L. M. (2009). A social disorganization perspective on bullying-related attitudes and behaviors: The influence of school context. *American Journal of Community Psychology*, 43, 204-220.
- Bradshaw, C. P., Waasdorp, T. E., Debnam, K., & Lindstrom Johnson, S. (in press). Measuring school climate in high schools: A focus on safety, engagement, and the environment. Manuscript submitted for publication, *Journal of School Health*.
- Bradshaw, C. P., Waasdorp, T. E., & O'Brennan, L. M. (2010). *Whole-school approaches to bullying prevention: Engaging teachers and education support professionals in the prevention process*. Technical report prepared for the National Education Association, Washington, DC.
- Bradshaw, C. P., Waasdorp, T. E. & Leaf, P. J. (2012). Effects of School-Wide Positive Behavioral Interventions and Supports on child behavior problems. *Pediatrics*, 130(5), e1136-e1145.
- Brand, S., Felner, R., Shim, M., Seitsinger, A., & Dumas, T. (2003). Middle school improvement and reform: Development of validation of a school-level assessment of climate, cultural pluralism and school safety. *Journal of Educational Psychology*, 95, 570-588.
- Brown, K. E., & Medway, F. J. (2007). School climate and teacher beliefs in a school effectively serving poor South Carolina (USA) African-American students: A case study. *Teaching and Teacher Education*, 23, 529-540.
- Collaborative for Academic, Social, and Emotional Learning (2013). *CASEL guide: Effective social and emotional learning programs, preschool and elementary school edition*. Retrieved from casel.org/guide/
- Eccles, J. S., Wigfield, A., Midgley, C., Reuman, D., MacIver, D., & Feldlaufer, H. (1993). Negative effects of traditional middle schools on students' motivation. *Elementary School Journal*, 93, 553–574.
- Gottfredson, G. D., Gottfredson, D. C., Payne, A., & Gottfredson, N. C. (2005). School climate predictors of school disorder: Results

from national delinquency prevention in school. *Journal of Research in Crime and Delinquency*, 42, 421-444.

Gregory, A., Cornell, D., Fan, X., Sheras, P., Shih, T., & Huang, F. (2010). Authoritative school discipline: High school practices associated with lower student bullying and victimization. *Journal of Educational Psychology*, 102, 483-496.

Greenberg, M. T., Domitrovich, C., & Bumbarger, B. (2001). The prevention of mental disorders in school-aged children: Current state of the field. *Prevention and Treatment*, 4, 1-62.

Greenberg, M. T., Weissberg, R. P., O'Brien, U., Zins, J. E., Fredericks, L., Resnik, H., & Elias, M. J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist*, 58, 466-474.

Gruenert, S. (2008, March/April). *School culture, they are not the same*. Alexandria, VA: National Association of Elementary School Principals.

Horner, R. H., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J., Todd, A. W., & Esperanza, J. (2009). A randomized, wait-list controlled effectiveness trial assessing school-wide Positive Behavior Support in elementary schools. *Journal of Positive Behavior Interventions*, 11, 133-144.

Kaiser, A. (2011). *Beginning Teacher Attrition and Mobility: Results from the First through Third Waves of the 2007-08 Beginning Teacher Longitudinal Study* (NCES 2011-318). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved September 25, 2013 from nces.ed.gov/pubsearch.

LaRusso, M., Romer, D., & Selman, R. (2008). Teachers as builders of respectful school climates: Implications for adolescent drug use norms and depressive symptoms in high school. *Journal of Youth & Adolescence*, 37, 386-398.

Lee, T., Cornell, D., Gregory, A., & Fan, X. (2011). High suspension schools and dropout rates for black and white students. *Education and Treatment of Children*, 34, 167-192.

Limber, S. P., Nation, M., Tracy, A. J., Melton, G. B., & Flerx, V. (2004). *Implementation of the Olweus Bullying Prevention programme in the Southeastern United States*. In P. K. Smith, D. Pepler, & K. Rigby (Eds.) *Bullying in schools: How successful can interventions be?* (pp. 55-79). New York, NY: Cambridge University Press.

Meyer-Adams, N., & Conner, B. T. (2008). School violence: Bullying behaviors and the psychosocial school environment in middle schools. *Children & Schools*, 30, 211-221.

National School Climate Council. (2007). *The School climate challenge: Narrowing the gap between school climate research and school climate policy, practice guidelines and teacher education policy*. www.schoolclimate.org/climate/documents/policy/school-climate-challenge-web.pdf

O'Connell, M. E., Boat, T., Warner, K. E., & Committee on the Prevention of Mental Disorders and Substance Abuse Among Children, Youth and Young Adults: Research Advances and Promising Interventions; Institute of Medicine; National Research Council. (2009). *Preventing mental, emotional, and behavioral disorders among young people: Progress and possibilities*. Washington, DC: The National Academies Press.

Olweus, D. (2005). A useful evaluation design, and effects of the Olweus Bullying Prevention Program. *Psychology, Crime & Law*, 11, 389-402.

Olweus, D., Limber, S. P., Flerx, V. C., Mullin, N., Riese, J., & Snyder, M. (2007). *Olweus Bullying Prevention Program: Schoolwide guide*. Center City, MN: Hazelden.

Pianta, R., La Paro, K., & Hamre, B. (2008). *Classroom Assessment Scoring System (CLASS), Manual: Pre-K*. Baltimore, MD: Brookes Publishing Co.

Rigby, K. (2007). *Children and Bullying: How parents and educators can reduce bullying at school*. Malden, MA: Wiley-Blackwell.

Ruus, V., Veisson, M., Leino, M., Ots, L., Pallas, L., Sarv, E., & Veisson, A. (2007). Students' well-being, coping, academic success, and school climate. *Social Behavior & Personality: An International Journal*, 35, 919-936.

Shochet, I. M., Dadds, M. R., Ham, D., & Montague, R. (2006). School connectedness is an underemphasized parameter in adolescent mental health: Results of a community prediction study. *Journal of Clinical Child & Adolescent Psychology*, 35, 170-179.

Stewart, E. B. (2008). School structural characteristics, student effort, peer associations, and parental involvement: The influence of school- and individual-level factors on academic achievement. *Education & Urban Society*, 40, 179-204.

Sugai, G., & Horner, R. (2006). A promising approach for expanding and sustaining school-wide positive behavior support. *School Psychology Review*, 35, 245-259.

Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. *Review of Educational Research*, 83, 357-385.

Thapa, A., Cohen, J., Higgins-D'Alessandro, A., & Guffy, S. (2012, August). School climate research summary (Issue Brief No. 3). Bronx, NY: National School Climate Center.

Waasdorp, T. E., Pas, E. L., O'Brennan, L. M., & Bradshaw, C. P. (2011). A multilevel perspective on the climate of bullying: Discrepancies among students, school staff, and parents. *Journal of School Violence*, 10, 115-132.



Positive Behavioral Interventions and Supports: A Multi-tiered Framework that Works for Every Student

The most effective tool teachers have to handle problem behavior is to prevent it from occurring in the first place. Positive Behavioral Interventions and Supports (PBIS) programs help teachers recognize the significance of classroom management and preventive school discipline to maximize student success. PBIS strategies are critical to providing all young people with the best learning environment.

— NEA President Lily Eskelsen García

PBIS is a prevention framework that works for all students

Positive Behavioral Interventions and Supports (PBIS) is a general term that refers to positive behavioral interventions and systems used to achieve important behavior changes. PBIS was developed as an alternative to aversive interventions used with students with significant disabilities who engaged in extreme forms of self injury and aggression.¹ PBIS is not a new theory of behavior, but a behaviorally based systems approach to enhancing the schools' ability to design effective environments that are conducive to quality teaching and learning.

The National Education Association (NEA) views PBIS as a general education initiative, though its impetus is derived from the special education law, the Individuals with Disabilities Education Act (IDEA). PBIS improves the social culture and the behavioral climate of classrooms and schools which ultimately lead to enhanced academic performance. "Viewed as outcomes, achievement and behavior are related; viewed as causes of each other, achievement and behavior are unrelated. In

this context, teaching behavior as relentlessly as we teach reading or other academic content is the ultimate act of prevention, promise, and power underlying [Positive Behavioral Supports] PBS and other preventive interventions in America's schools."²

Legislation calls for Positive Behavioral Interventions and Supports

Positive Behavioral Supports has held a unique place in special education law since Congress amended the Individuals with Disabilities Education Act (IDEA) in 1997. Referred to as Positive Behavioral Interventions and Supports in IDEA, PBIS is the only approach to addressing behavior that is specifically mentioned in the law. This emphasis on using functional assessment and positive approaches to encourage good behavior remains in the current version of the law as amended in 2004.

PBIS implementation

Successful PBIS programs are dependent upon the entire school community. The principles and tenets of PBIS are the same as those represented in Universal Design for Learning (UDL) and Response to Intervention (RTI) as they include universal screening, continuous progress monitoring, data-based decision making, implementation fidelity, and evidence-based interventions. PBIS is not a manualized, scripted strategy or curriculum. It requires adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

Every school has a unique climate, so a one size fits all approach is not as effective as interventions based on the needs of the learning community. School-wide PBIS includes proactive strategies for designing, teaching, and supporting appropriate student behaviors. A continuum of PBIS for all students within a school is implemented in all areas of the environment (classrooms, hallways, restrooms, and busses).

In 1972, the court in *Mills v. Board of Education of the District of Columbia* (348 F.Supp. 866 (D.D.C. 1972)) found that students with disabilities were being excluded from educational opportunities for issues related to behavior. Congress intended to address this exclusion in the Individuals with Disabilities Education Act, as the Supreme Court in *Honig v. Doe* (484 U.S. 305 (1988)) clarified, saying:

Congress very much meant to strip schools of the *unilateral* authority they had traditionally employed to exclude disabled students, particularly emotionally disturbed students, from school (p. 323).

PBIS is a multi-tiered system designed to be inclusive of all environments and link research-validated practices. Attention is focused on creating and sustaining primary (school wide), secondary (classroom), and tertiary (individual) systems of support that improve results for desired behaviors. The primary prevention is school-wide for all students, staff, and settings. The secondary prevention is for a specialized group of students who exhibit at-risk behaviors and the tertiary prevention would be for those students who need specialized, individualized supports for at-risk behaviors.

Implementing evidence-based intervention practices are the key to a successful PBIS program. Components include but are not limited to:

School-Wide

- Leadership team
- Behavior purpose statement
- Set of positive expectations and behaviors
- Procedures for teaching school and classroom expected behaviors
- Continuum of procedures for encouraging/discouraging desired behavior

Individual Student

- Behavioral competence at school and district levels
- Function-based behavior support planning
- Team- and data-based decision making
- Targeted social skills and self management
- Individualized instructional and curricular accommodations

Classroom

- School-wide
- Maximum structure and predictability in routines

- Positively stated expectations taught, posted, reviewed, and supervised
- Maximum engagement through high rates of opportunities to respond
- Continuum of strategies to acknowledge appropriate behaviors and responding to inappropriate behavior

Congress recognized the need for schools to use evidence-based approaches to proactively address the behavioral needs of students with disabilities. Thus, in amending the Individuals with Disabilities Education Act both in 1997 and in 2004, Congress explicitly recognized the potential of PBIS to prevent exclusion and improve educational results in 20 U.S.C. § 1401(c)(5)(F):

(5) Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by—

(F) providing incentives for whole-school approaches, scientifically based early reading programs, *positive behavioral interventions and supports*, and early intervening services to reduce the need to label children as disabled in order to address the learning and behavioral needs of children.

Nonclassroom

- Active supervision by all staff
- Positive expectations and routines taught and encouraged
- Precorrections and reminders
- Positive reinforcement

IDEA's Requirements to Use Functional Behavioral Assessments and Consider PBIS

IDEA requires:

- The IEP team to consider the use of Positive Behavioral Interventions and Supports for any student whose behavior impedes his or her learning or the learning of others (20 U.S.C. §1414(d)(3)(B)(i)).
- A functional behavioral assessment when a child who does not have a behavior intervention plan is removed from his or her current placement for more than 10 school days (e.g. suspension) for behavior that turns out to be a manifestation of the child's disability (20 U.S.C. §1415(k)(1)(F)(i)).
- A functional behavioral assessment, when appropriate, to address any behavior that results in a long-term removal (20 U.S.C. §1415(k)(1)(D)).

PBIS works for all of us

NEA recognizes that professional development is critical to proper implementation of PBIS and the improved behavioral outcomes that PBIS can foster. For an Individualized Education Program (IEP) team to “consider” the use of PBIS, IDEA requires the team to have knowledge of PBIS, discussion of its use, and the capacity to implement PBIS to improve outcomes and address behavior. If the program is to be successfully implemented school wide, PBIS needs the attention of time, training, and buy-in from the entire school community.

NEA views PBIS as a multi-tiered system of support that works for all students and believes adding language in the Elementary and Secondary Education Act (ESEA) to “consider” the use of PBIS would be beneficial. Employing PBIS ensures a consistent and proactive approach for

all students. Results from the past few years indicate that this type of multi-tiered intervention (can reduce problematic student behavior, reduce referral rates to special education, and enhance students' social behavior.³ PBIS supports the success of all students and establishes an environment in which appropriate behavior is the norm.

School-wide Positive Behavioral Supports: frameworks versus models

Positive Behavioral Supports (PBS) or School-wide Positive Behavioral Supports (SWPBS) are the generic terms for a set of planned, integrated, school-wide approaches that help schools to address (a) positive school climate and safety, (b) classroom discipline and behavior management, and (c) student self-management and a continuum of interventions for students exhibiting social, emotional, and/or behavioral challenges. A recent meta-analysis of over 200 studies of school-based programs (Durlak, et al., 2011) revealed that classroom time spent on social, emotional, and behavioral learning and self-management helped to significantly increase students' academic performance, interpersonal success, emotional self-control and well-being, and behavioral skills and development.

There are a number of national frameworks or models to guide the implementation of SWPBS. For example, some schools use approaches reflecting the PBIS framework from the National PBIS Technical Assistance Center located jointly at the Universities of Oregon and Connecticut and funded by the U.S. Department of Education since 1996 (www.pbis.org).

Project ACHIEVE is a comprehensive school improvement model and program consisting of seven interdependent components, one of which is its Positive Behavioral Support System (PBSS) component (Knoff, 2012; www.projectachieve.info). Partially supported by Department of Education grants since 1990 and implemented in over 1,500 schools or districts nationwide, Project ACHIEVE was recognized in 2000 by the U.S.

Department of Health & Human Services' Substance Abuse and Mental Health Services Administration (SAMHSA) as an evidence-based model prevention program. Project ACHIEVE's whole-school model has integrated PBSS into a multi-tiered continuum of academic and behavioral instruction and intervention approaches, and Response-to-Instruction and Intervention (RtI²) since its early beginnings.

While there are other SWPBS models available, it is important to distinguish between a "framework," which provides an outline of principles, procedures, and practices, and a "model," which provides an explicit implementation sequence and specific procedures and practices focused on clearly-identified outcomes.

The goals of a School-wide Positive Behavioral Support System

The ultimate goal of a SWPBS is to maximize students' social, emotional, and behavioral self-management skills as demonstrated by high and consistent levels of effective:

- Interpersonal, social problem solving, conflict prevention and resolution, and emotional coping skills that occur...
- in the classroom and common areas of the school that result in...
- academic engagement and achievement, and that...
- prevent or discourage specific acts of teasing, taunting, bullying, harassment, hazing, and verbal/physical aggression.

To accomplish these goals, students need to learn, master, and apply—at appropriate developmental levels—the following competencies:

- Social Competencies
 - Listening, engagement, and response skills
 - Communication and collaboration skills

- Social problem-solving and group process skills
- Conflict prevention and resolution skills
- Emotional Competencies
 - Emotional self-awareness, control, and coping skills
 - Awareness and understanding of others' emotions and emotional behavior
 - Positive self-concept, self-esteem, and self-statement skills
- Cognitive-Behavioral Competencies
 - Self-Scripting, self-monitoring, self-evaluation, self-correction, and self-reinforcement skills
 - Social, interactional, and interpersonal skills
 - Classroom and building routine skills
 - Instructional and academic supporting skills

Instructional Staff need to demonstrate:

- Effective, differentiated instruction and sound classroom management approaches
- Knowledge and skill relative to determining why students are academically and/or behaviorally underachieving, unresponsive, or unsuccessful in the classroom
- Collaborative interactions with related services personnel (e.g., school counselors or psychologists) or other assessment/intervention consultants
- Commitment to implementing, with support, more strategic or intensive academic, behavioral instruction, or intervention to address specific student needs

Schools need to:

- Develop and implement a preschool through high school "Health, Mental Health, and Wellness"

program guided by a scaffolded scope and sequence of courses, curricula, modules, or experiences

- Systematically teach students social, emotional, and behavioral skills consistent with their developmental levels
- Identify classroom and common school area behavioral expectations and standards for all students, and develop and implement a school-wide behavioral accountability system involving incentives and differentiated responses to progressive levels of inappropriate student behavior
- Have related service and other staff available to provide consultation to classroom teachers, to complete functional assessments of behaviorally challenging students, and to help implement strategic or intensive instructional and intervention services, supports, strategies, and programs to underachieving, unresponsive, or unsuccessful students
- Reach out to parents and engage community resources in areas and activities that support students' academic and social, emotional, and behavioral learning, mastery, and proficiency
- Evaluate the outcomes of SWPBS activities, especially in the following areas: positive school and classroom climate; high levels of student engagement and achievement; high levels of prosocial student interactions; low levels of school and classroom discipline problems requiring office discipline referrals or school suspensions or expulsions; low levels of student drop-out rates (at the secondary level) or placements in alternative schools or settings; high rates of student high school graduations and post-secondary school successes

The National Education Association believes that effective disciplinary procedures enhance high expectations for quality instruction and learning. A safe and nurturing

environment in which students are treated with dignity is the right of every student.

The Association promotes study, development, and funding for a variety of effective discipline procedures. The Association also believes that governing boards, in conjunction with local affiliates, parents/guardians,

students, education employees, community members, and other stakeholders, should develop proactive policies, procedures, standards, and professional development opportunities that provide the necessary administrative support to education employees for the maintenance of a positive, safe school environment.⁴

REFERENCES

¹Durrand & Carr, 1985

²Algozzine, Wang, & Violette (2011) George Sugai, OSEP Center on PBIS Center for Behavioral Education & Research, University of Connecticut, November 8, 2011

³www.pbis.org

⁴NEA Handbook

RESOURCES

Durlak, J.A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405-432.

Knoff, H.M. (2012). School discipline, classroom management, and student self-management: A Positive Behavioral Support implementation guide. Thousand Oaks, CA: Corwin Press.

NEA IDEA Special Education Resource Cadre
Washington, DC 20036
www.nea.org

U.S. Department of Education
Office of Special Education Programs
<http://www2.ed.gov/about/offices/list/osers/osep/index.html>

BACKGROUND:

THE IMPORTANCE OF SOCIAL EMOTIONAL LEARNING FOR ALL STUDENTS ACROSS ALL GRADES

Social and Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, establish and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. SEL is critical to developing competencies besides academic content knowledge that are necessary to succeed in college and in careers. Effective SEL programming begins in preschool and continues through high school. SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful.

Social and emotional skills are critical to being a good student, citizen, and worker. Workforce demands aside, many call for the 21st century classroom to be student-centered and to support individual learning needs. Moreover, students' ability to learn well depends not just on instruction, but also on factors such as the school climate, a sense of belonging with peers, positive relationships with educators, and the feedback they receive.

Neuroscience research demonstrates that emotion and cognition are inextricably linked; emotions are critical for all people to understand, organize and make connections between even "pure" academic concepts.

Many risky behaviors (e.g., drug use, violence,

bullying, and dropping out) can be prevented or reduced when multiyear, integrated efforts are used to develop students' social and emotional skills. This is best done through effective classroom instruction, student engagement in positive activities in and out of the classroom, and broad parent and community involvement in program planning, implementation, and evaluation.

As Maurice Elias, the head of Rutgers University's Social Emotional Learning Lab, has stated, schools have a "moral and ethical imperative" to take responsibility for students' well-being, not just their academic knowledge.

Core SEL Competencies



Reprinted by permission from CASEL.

Outcomes Associated with the Five Competencies

The short-term goals of SEL programs are to:

- ▶ promote students' self-awareness, self-management, social-awareness, relationship and responsible decision-making skills
- ▶ improve student attitudes and beliefs about self, others, school, and community.

These, in turn, provide a foundation for better adjustment and academic performance as reflected in more positive social behaviors and peer relationships, fewer conduct problems, less emotional distress, improved grades and test scores.



Reprinted by permission from CASEL.

There is a growing awareness in the U.S. among educators and policymakers about the importance of social and emotional development for successful student performance, especially in preschool and elementary school. The five sets of SEL competencies are important from very early in life, but are especially relevant as children begin to spend time with adults outside the home and to socialize with peers.

Social and emotional skills play a role in determining how well-equipped children will be to meet the demands of the classroom and if they are able to engage fully in learning and benefit from instruction.

Multi-Tier Systems of Support (MTSS)

"For SEL skills applied for students at the Tier 1 level, the access to these skills is embedded within the

authentic curricula. Some students may need more specific skill training and practice utilizing Tier 2 and Tier 3 interventions (such as small group or individual situations, settings or programs)."

Mosley, IDEA Resource CADRE, 2016

Powerful Evidence Supporting the Impact of Enhancing Students' SEL

Research shows that SEL can have a positive impact on school climate and promote a host of academic, social, and emotional benefits for students. Durlak, Weissberg et al.'s recent meta-analysis of 213 rigorous studies of SEL in schools indicates that students receiving quality SEL instruction demonstrated:

- ▶ **better academic performance:** achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction;
- ▶ **improved attitudes and behaviors:** greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior;
- ▶ **fewer negative behaviors:** decreased disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals; and
- ▶ **reduced emotional distress:** fewer reports of student depression, anxiety, stress, and social withdrawal.

Resources

www.CASEL.org The Missing Piece

A National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools

www.ASCD.org/ASCD/pdf/siteascd/policy/sel_policybrief_final_11-16-15.pdf

AB 420 (Dickinson): Student Discipline

AB 420 Dickinson was signed into law by Governor Brown and became effective on January 1, 2015. The law amends Section 49800 of the Ed Code by removing willful defiance, in certain instances, as a reason that a principal can use to suspend or expel a student from school. Data regarding suspensions and expulsions show willful defiance has been used in a disproportionate manner and has contributed to racial disparities. There are a number of offenses retained as reasons for suspension or expulsion including possession of firearms, threatening to cause physical harm to another person, robbery and other serious matters. The bill sunsets on July 1, 2018 unless another statute is enacted which extends the date.

The following is the pertinent Section of Education Code 48900 that is the subject of the change:

(k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other school personnel engaged in the performance of their duties.

The following is the change made to Education Code 48900 that changes the way willful defiance can be used:

(k) (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.

While Section k (1) regarding willful defiance was not removed from Education Code, Section k (2) made the following changes:

1. Eliminates the ability for a principal to suspend a student from school in grades K-3 for disruptive behavior or willful defiance.
2. Eliminates the ability for a principal to expel a student from school in any grade level for disruptive behavior or willful defiance.

Section k (2) maintains the ability for *a teacher* to suspend a student in any grade level *from class* for the day of the suspension and the following day as per Education Code 48910 below.

(a) A teacher may suspend any pupil from class, for any of the acts enumerated in Section 48900, for the day of the suspension and the day following. The teacher shall immediately report the suspension to the principal of the school and send the pupil to the principal or the designee of the principal for appropriate action. If that action requires the continued presence of the pupil at the school site, the pupil shall be under appropriate supervision, as defined in policies and related regulations adopted by the governing board of the school district. As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. If practicable, a school counselor or a

school psychologist may attend the conference. A school administrator shall attend the conference if the teacher or the parent or guardian so requests. The pupil shall not be returned to the class from which he or she was suspended, during the period of the suspension, without the concurrence of the teacher of the class and the principal.

(b) A pupil suspended from a class shall not be placed in another regular class during the period of suspension. However, if the pupil is assigned to more than one class per day this subdivision shall apply only to other regular classes scheduled at the same time as the class from which the pupil was suspended.

(c) A teacher may also refer a pupil, for any of the acts enumerated in Section 48900, to the principal or the designee of the principal for consideration of a suspension from the school.

(Amended by Stats. 2004, Ch. 895, Sec. 10. Effective January 1, 2005.)

Recommendations:

Monitor Changes in District Policies

Districts may misinterpret the law and make policy changes greater than those required by the new law. Local Associations should be aware of the requirements of the new statute and be active in protecting rights of unit members. Chapters may wish to demand to bargain/consult on the issue of student discipline and school safety within the parameters of the Educational Employment Relations Act.

Participate in the LCAP

Local Associations should engage in developing and monitoring of the Local Control Accountability Plan relating to school environment issues. Local Associations should work with parents and community members to ensure a safe working and learning environment. Providing resources to teachers and students to support a quality learning environment should be a priority. Programs that are based on the theories of Restorative Justice and Positive Behavioral Interventions and Supports (PBIS) or other similar programs may be implemented. Meaningful professional development on alternative methods of discipline should be provided.

The focus should be on keeping students in school in order to help students succeed. It will also improve school Average Daily Attendance (ADA) enabling the state to send more resources to help implement new programs.

Participate in the Development of School Safety Plan

A component of each school's safety plan is a procedure for discipline. The local association should make sure teachers, counselors and other educators involved in the discipline of students are included in reexamining the procedure in light of the changes in the suspension/expulsion procedures.

CTA Alternative Discipline Survey

In 2016, CTA conducted an online survey of members to learn how alternative discipline practices and programs (related to the implementation of AB 420) are working in local schools and how educators are involved in their implementation. The survey was conducted on Survey Monkey from May to December 2016. Nearly 3,500 educators responded. An analysis was done by Lee Ann Buchanan and Associates for CTA.

Methodology and demographics:

All CTA members were encouraged to take the Alternative Discipline survey and 3,487¹ participated from May to December 2016, with the majority of the responses coming in May and June. The survey included multiple choice and open-ended questions. This report includes the results from the multiple choice questions, as well as an analysis of most of the open-ended feedback and comments (14,000+). Open-ended, written comments were each reviewed, coded, tallied and organized into key categories or themes.

In terms of demographics, approximately 44% of survey participants represented elementary schools, 28% represented middle schools, 28% represented high schools and less than 1% represented community colleges and higher education.² Approximately 406 California school districts (and their corresponding local CTA chapters) were represented in the survey. The vast majority of the survey participants (91%) were classroom teachers/faculty, while 2% were school counselors/psychologists or social workers, and 2% were education support professionals.

Survey Summary Highlights:

- Participants identify PBIS, Referral (to SST, admin, counselor), Classroom Management and Restorative Justice as the most common “new approaches to student discipline.”
- Training, Staff and Funding are the types of support participants believe are most needed to successfully implement an alternative discipline program.
- Educators say they have received support most often from Administration and Other Staff for discipline issues.

¹ It is important to note that a high number of survey participants did not answer all of the questions. The number of participants who skipped answering a question is displayed in the multiple choice question charts or in the analysis commentary (when noteworthy).

² For the purposes of this survey analysis, elementary schools are considered Pre-K through grade 5, middle schools are considered grades 6 through 8, and high schools are considered grades 9 through 12.

- A large number of educators have received no training, or minimal training, on alternative discipline practices.
- A vast majority of educators are unaware of engagement by their local association in the implementation of alternative discipline efforts in their district.
- More than a third of educators (36%) say that their school's suspension and expulsion data is not shared with them, while another 13% are unsure how or if the data is reported to them.
- Almost two-thirds say their ability to exercise their right to suspend students from the classroom has not changed.
- Based on a large number of written comments and open-ended responses, it appears that the implementation of AB 420 has gotten off to a rocky start and educators are very frustrated. Many believe that discipline problems at their schools have increased, students are not being held accountable for their behavior and teaching conditions have worsened. The most-often cited actions suggested to address the implementation problems were: more training, increased funding, more/better administrative support, additional personnel, parent accountability and better communication.

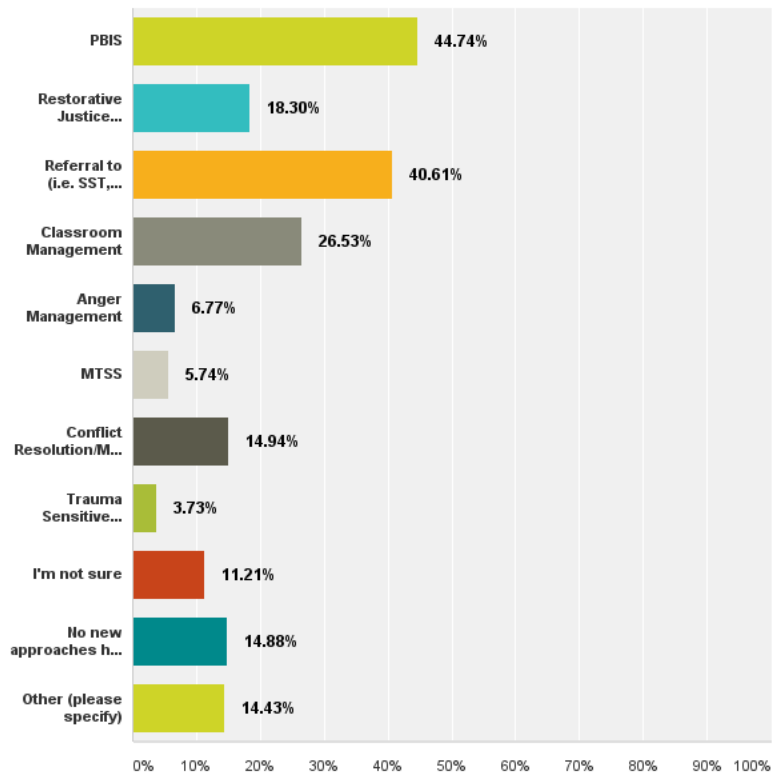
Summary of Findings

Alternative discipline approaches

In regards to their schools' implementation of new approaches to student discipline, survey participants responded most often with PBIS (45%), Referral (41%), Classroom Management (27%), and Restorative Justice (18%).

Q7 Has your school site implemented any new approaches to student discipline? (Please select all that apply.)

Answered: 3,487 Skipped: 0



Educators across grade levels provided similar responses to this question. The only notable difference was that PBIS appears to be a more prevalent program in elementary (53%) and middle schools (48%) than in high schools (29%), while Restorative Justice Practices appear to be more prevalent in middle schools (23%) and high schools (23%) than in elementary schools (12%).

Those who added Other to this question were asked to specify, and they added the following “new approaches to student discipline” (10 comments or more): Second Step, Response to Intervention/RTI, CHAMPS, Peer Counseling/Mediation, and BEST.

Support and training

When asked what types of support schools need to implement an alternative discipline program, participants from all grade levels most often indicated Training (86%), while strong majorities also suggested Staff (61%) and Funding (57%).

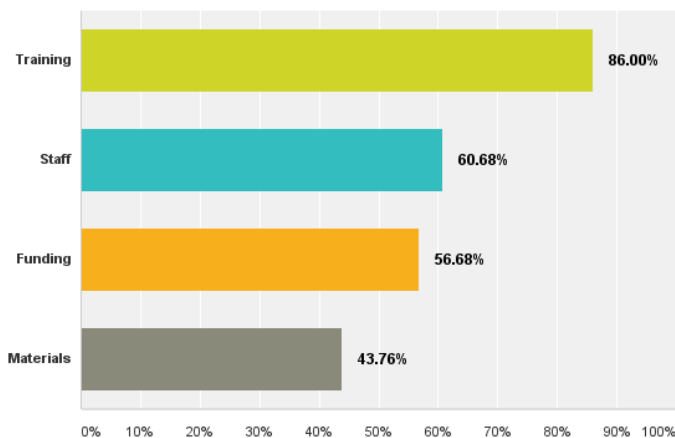
Survey participants were allowed to offer comments on this question, and 745 offered their thoughts. The most common themes to emerge from these remarks centered on the following:

- More support from administration, more and/or better administration
- Better communication, more consistency, follow-through, and accountability
- More/additional training for all staff
- More counselors, psychologists and mental health professionals
- More staff in general (other than principals or counselors)

Regarding *who* they have received support from for discipline issues, survey participants most often said Administration (72%) and Other Staff (70%).

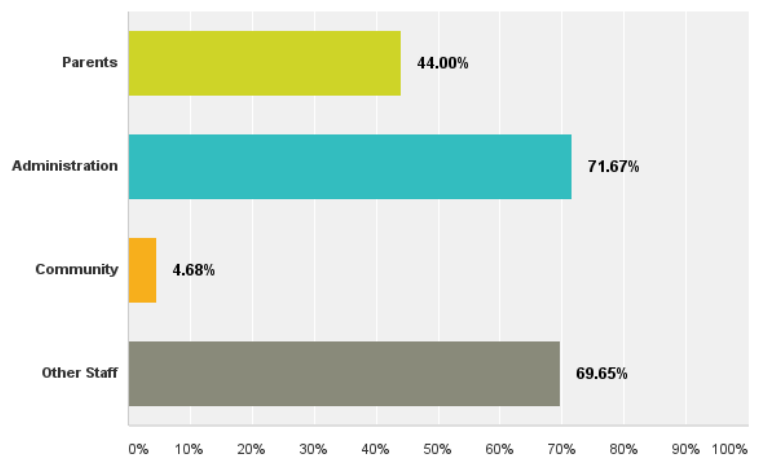
Q8 What types of support does your school site need to successfully implement an alternative discipline program? (Please select all that apply.)

Answered: 3,179 Skipped: 308



Q9 Have you received support from the following for discipline issues? (Please select all that apply.)

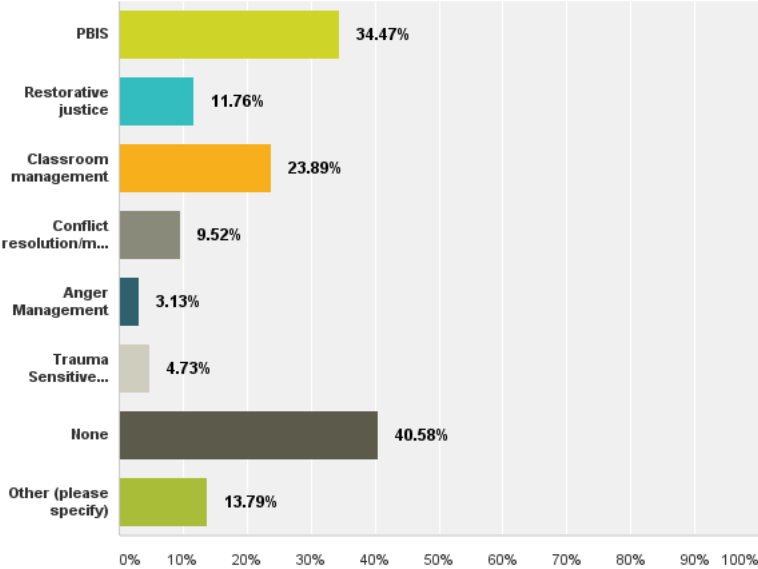
Answered: 2,909 Skipped: 578



As to the *type* of training they have received on alternative discipline practices, participants most often said None (41%), PBIS (34%), Classroom Management (24%) and Restorative Justice (12%). Paralleling Question #7 responses, elementary and middle school educators were more likely to have received training on PBIS than high school educators, while middle school and high school educators were more likely to have received training on Restorative Justice than elementary educators.

Q11 What training have you received regarding alternative discipline practices?

Answered: 3,487 Skipped: 0



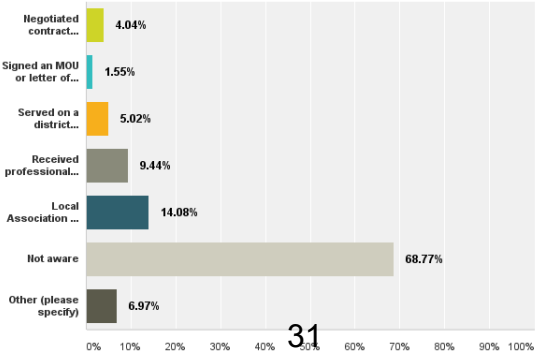
In the Other section for this question, participants were asked to specify and added having received training in some of the programs they listed in Question #7 (i.e., Second Step, RTI, CHAMPS, MTSS), as well as mentioning general training in Staff/Faculty Meetings. Many also stressed here the lack of training or minimal training they have received on alternative discipline practices.

Local association engagement

Survey participants were asked about their local association’s engagement in the implementation of alternative discipline efforts in their district, and the overwhelming response was Not Aware (69%). The closest response to this was Local Association Has Not Been Engaged (14%).

Q10 Has your local association been engaged in the implementation of alternative discipline efforts in your district? (Please select all that apply.)

Answered: 3,487 Skipped: 0



Suspensions and expulsions

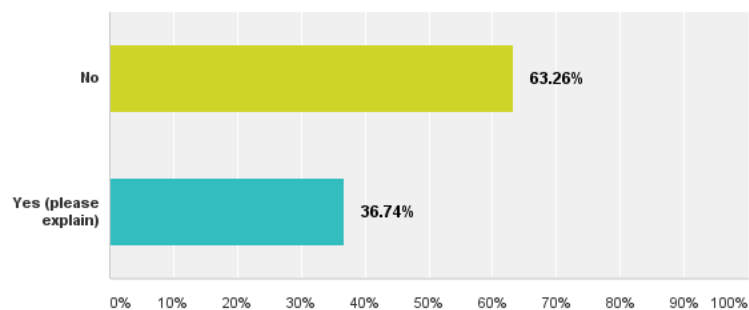
Survey participants were asked the following open-ended question: “How is your school’s suspension and expulsion data collected and reported to you?” The 3,487 responses were coded and tallied³ with the following results:

- 36% Data not shared with educators
- 13% Don’t know or unsure how/if data is reported
- 9% Reported at a general staff/faculty meeting
- 6% Reported by administrator, principal or district office
- 6% Reported in LCAP, School Plan, WASC, Safety Plan, etc.
- 6% Receive email or mailbox notification
- 6% Access through Aeries, or other attendance/student data systems
- 4% Reported at annual meetings or in annual reports
- 3% Only receive notification on individual students from own classroom
- 3% Access through PBIS/SWIS data
- 9% Other

The next question asked participants if their “ability to exercise their right to suspend students from the classroom” has changed. Sixty-three percent of participants said No, while 37% said Yes. Elementary school participants were somewhat more likely to say their right to suspend has changed (40%) than middle school (34%) or high school participants (34%).

Q13 Has your ability to exercise your right to suspend students from your classroom changed?

Answered: 3,487 Skipped: 0



All participants who answered Yes to the question were asked to explain their response. The 1,281 responses were coded and tallied with the following results:

- 37% Educators discouraged from suspending/more difficult to suspend
- 23% Educators are not allowed to suspend
- 10% Don’t know/unaware educators have right to suspend from classroom
- 7% Referrals not addressed/nothing done/students returned to classroom
- 4% Few or no suspensions take place in their school

³ Please note that when percentages are provided for open-ended response tallies, the total may add up to more than 100% since some responses were given more than one category code.

- 4% Only administrators make suspension decisions
- 3% Have not/don't suspend students from classroom
- 3% In-house/in-school suspensions more common
- 11% Other or N/A

The follow-up question was: "Have the suspensions for students with IEP's or 504's changed?" (Approximately 20% of all survey participants skipped this question.) For those responding to the question, 3% indicated Increased, while 41% indicated Decreased, and 57% indicated No Change.

General attitudes about alt discipline practices and the implementation of AB 420

The last question of the survey was open-ended and provided participants an opportunity to comment or express concerns on the survey topic. (The question was worded as follows: "Are there any other comments or concerns you would like to express on this topic?") While 1,754 participants skipped this question, 1,733 provided responses which were coded and tallied. The key themes to emerge from these comments include the following:

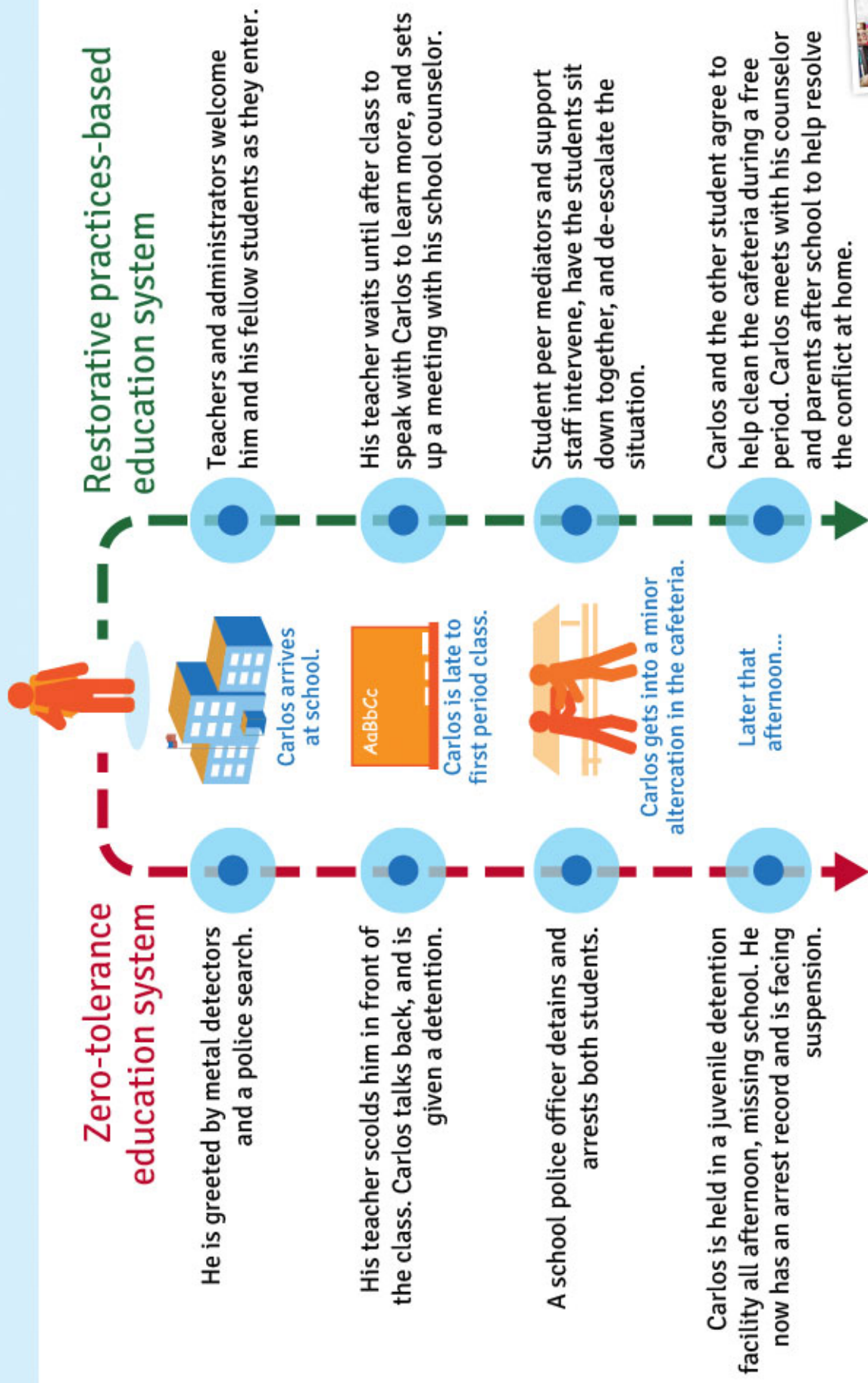
- 28% Discipline problems have increased/students not held accountable for behavior
- 9% Negative consequences for teachers/low teacher morale/teacher frustration
- 9% More training needed
- 8% More support from administration needed/problems with administration
- 7% Parent training needed
- 6% More general support needed – personnel, materials, funding
- 5% Negative consequences for other students and/or on student learning
- 5% Oppose AB 420, changes in suspension/expulsion laws and policies
- 5% Concerns for teacher and/or student safety
- 4% Negative comments about PBIS
- 3% Need discipline programs or policies to address changes in law
- 2% Negative comments about Restorative Justice
- 2% General comments (positive/constructive criticism) about PBIS
- 2% Support AB 420, changes in suspension/expulsion laws and policies
- 2% Comments directed toward CTA and/or locals
- 1% General comments (positive/constructive criticism) about Restorative Justice
- 12% Don't know/no comment/other/less than 10 responses for category

Key takeaways and recommendations

Based on the feedback and input from this survey, it is clear that California educators are frustrated and have many concerns about the implementation of AB 420 and the related changes in student discipline practices and policies. If AB 420 is extended, CTA members are looking to fix the flaws and problems with its implementation. In particular, educators want to see more student accountability, but they will also want to be sure there is more funding and relevant training for educators, as well as more support and two-way communication from administration. Further, including educators in these policy and implementation decisions at the ground level, thereby utilizing their expertise and gaining their support, would go a long way to ensure a more successful implementation.

A Tale of Two Schools

Carlos had a heated argument with his parents before leaving for school, so he's running late. Let's see the difference that restorative policies and practices can make.



To respond to
challenging behavior

1

WHAT HAPPENED?

2

WHAT WERE YOU
THINKING OF AT THE
TIME?

3

WHAT HAVE YOU
THOUGHT ABOUT SINCE?

4

WHO HAS BEEN
AFFECTED BY WHAT YOU
HAVE DONE AND IN
WHAT WAY?

5

WHAT DO YOU THINK
YOU NEED TO DO TO
MAKE THINGS RIGHT?

Restorative Practices

Build healthy
relationships
between educators
and students

Address and
discuss the needs
of the school
community

Reduce, prevent,
and improve
harmful behavior

Resolve conflict,
hold individuals
and groups
accountable

Repair harm and
restore positive
relationships

SCHOOL LEADERSHIP

8 Tips for Schools Interested in Restorative Justice

SEPTEMBER 26, 2014

By Fania E. Davis, Co-Founder and Executive Director, Restorative Justice for Oakland Youth



Restorative justice is an effective alternative to punitive responses to wrongdoing. Inspired by indigenous traditions, it brings together persons harmed with persons responsible for harm in a safe and respectful space, promoting dialogue, accountability, and a stronger sense of community. Restorative justice is a philosophical framework that can be applied in a variety of contexts -- the justice system, schools, families, communities, and others.

In schools, we see that overreliance on punitive strategies like suspension or expulsion isn't working. The UCLA Civil Rights Project (http://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/federal-reports/out-of-school-and-off-track-the-overuse-of-suspensions-in-american-middle-and-high-schools/OutofSchool-OffTrack_UCLA_4-8.pdf) (PDF, 30.3MB) has found that schools with high suspension rates are less safe, less equitable, and have lower academic outcomes.

In a January 2014 school guidance package, U.S. Department of Education Secretary Arne Duncan stated, "The need to rethink and redesign school discipline practices is long overdue."

Zero-tolerance policies may seem like the answer to bad behavior in the heat of the moment. But they're not. This short-term fix is based on fear. It focuses only on the rule that was broken and the punishment deserved. Instead of trying to make things right, it responds to the original harm with an additional harm. It doesn't get at root causes, doesn't try to repair the damage to relationships, and fails to prevent recurrence. The apparent expediency of a punitive approach is attractive to harried teachers and school administrators. In fact, it makes our schools neither safer nor smarter, and has a disproportionately negative impact on students of color.

School-based restorative justice offers a more sustainable, equitable, and respectful alternative to dealing with misbehavior, from minor infractions to violence. It can also be used as a proactive strategy to create a culture of connectivity and care where all members of the school community can thrive.

For almost a decade, I've worked with administrators, teachers, parents, and students whose schools had high suspension rates and unhealthy environments. Restorative practices help make schools safer and more caring places, creating pathways to opportunity and success instead of pipelines to incarceration and violence. Here are eight tips if your school seeks to launch this practice.

1. Assess Need

Are suspensions, expulsions, and arrests at your school higher than they should be? Is there disparity in your school's discipline practices based on race or disability? Does your school have a safe, fair, and positive learning environment?

2. Engage the School Community

Are staff, parents, students, or community members unhappy with discipline practices and outcomes? Are they concerned about the negative impact of punitive discipline? For example, suspending students just once triples the likelihood they will end up in the juvenile justice system, and doubles the chance they will drop out. High school dropouts are 75 percent of state prison inmates (<http://www.schoolschedulingassociates.com/handouts/DropoutReferences3-22-09.pdf>) (PDF, 33KB).

A collaborative planning process engaging as many of the members of the school community as possible builds a strong foundation. Seek broad support and generate interest and commitment through education and trust building. If you already have school climate interventions in place, how will restorative justice work with them? Describe restorative justice as a proactive means of promoting a positive, healthy, and orderly school environment, where everyone involved learns and practices self-discipline, empathy, and accountability. RJ is not merely a conflict resolution process that comes into play *after* harm has occurred -- it is a positive school climate strategy.

Expose school staff to the scientific evidence (<http://www.iirp.edu/pdf/Bethlehem-2012-Presentations/Bethlehem-2012-Saufler.pdf>) (PDF, 279KB). Brain studies show that punitive responses activate a fight/freeze/flight brain response, shutting down children's ability to learn. Restorative responses create a brain state of relaxed alertness that optimizes the ability to think creatively and learn.

3. Hire a Restorative Justice Coordinator

A full-time restorative justice coordinator working for the school is ideal. Alternatively, a trained and motivated vice principal, dean, or counselor can manage training and school-wide implementation of restorative practices.

4. Begin Training

Plan a series of trainings, starting with an introductory session early in the school year for as many staff as possible -- security officers, teachers, counselors, administrators, support staff, after-school program staff, etc. Ideally, the introductory training prepares the school to implement proactive, community-building processes school-wide. At the next level, a smaller group is trained to facilitate restorative discipline processes to address rule infractions and to be used as an alternative to suspension. Though facilitation by an insider is preferable, if this is not available, training can be facilitated by experienced consultants or community-based organizations. Also, it's important to create a school-wide professional learning community that allows RJ practitioners at the site to continually reflect throughout the school year on what is working, what are areas of growth, and what tweaking is needed.

5. School-Wide Implementation

Following a two-day introductory training before the school year begins, put what you've learned into practice with coaching from the RJ coordinator or other designated person. Practice restorative conversation techniques in the hallways, cafeteria, playground, and classrooms. Do classroom circles to generate shared values, or short check-in and check-out circles at the beginning and end of class. Circles might also be held school-wide during advisory periods on a recurring basis. As the need arises, there may be healing, grief, or celebration circles. An excellent guide for creatively facilitating these kinds of community-building circles is *Heart of Hope* (http://www.livingjusticepress.org/index.asp?Type=B_BASIC&SEC={93AFCE1-3FDA-4DB1-83CA-A97EE3FEBC3A}&DE=) by Carolyn Boyes-Watson and Kay Pranis. An elective restorative justice class may be offered to students, or a restorative justice youth leadership group established.

6. Institute Restorative Discipline

The RJ coordinator or designated administrator begins to use restorative alternatives for disciplinary infractions. Students returning from an absence due to incarceration, suspension, or expulsion will participate in reentry circles. Many of these practices will involve parents. Follow-up is critical. Revise the school discipline manual and create referral forms to support restorative discipline practices. Develop a database to document restorative interventions and outcomes.

7. Involve Students in Peer Restorative Practices

Train students to promote and facilitate circles. Empower them to create a safe and respectful space to talk through instead of fighting through differences. Develop adult capacity to share power with youth and recognize the opportunities where youth can work in authentic partnership with adult allies to improve the effectiveness of the school's restorative justice initiative. Elevate youth voice by training students in Theater of the Oppressed (<http://jsirri.org/theatre-of-the-oppressed/>) , Playback (<http://www.playbacktheatre.org>) , and other powerful performing arts modalities.

8. Be Sure to Evaluate

To make sure you're on track, review and analyze data quarterly. Compare past and present data on physical altercations, suspension rates and incidents, racial disparities in school discipline, standardized test scores, and truancy. Survey teachers, students, and administrators regarding how they feel about their school:

- Do they feel a greater sense of safety?
- An increased sense of belonging?
- Are relationships better among students and between students and adults?
- What about between the school, parents, and community?

Is your school willing to shift from zero-tolerance to restorative justice? Whether you are just getting started or already using school-wide restorative justice practices, do you have additional tips? How is it working? What changes have you seen? Please share your experiences and aspirations in the comments below.

Source: www.edutopia.org/blog/restorative-justice-tips-for-schools-fania-davis

Reprint Policy: www.edutopia.org/terms-of-use

Privacy Policy: www.edutopia.org/privacy-policy

Article

Why Schools Need to Be Trauma Informed

Barbara Oehlberg, LCSW

Do educators and schools have an informed role to play in the lives of students struggling with unprocessed traumatic memories other than providing cognitive learning experiences? Although schools are not mental health facilities and teachers are not therapists, teaching today's students requires alternative strategies and skills compared to what worked a generation ago.

The correlation between trauma and low academic achievement is very strong and relevant. [Perry, 2004; Schore, 2001; Stein & Kendall, 2004] With the current extraordinary focus on test scores, educators are missing a significant information-base directed toward learning successes along with a reduction in behavioral out-bursts and drop-outs.

Schools have attempted to address learning and behavioral dilemmas repeatedly over the last decade with traditional educational strategies and minimal success, Focusing on what actually are symptoms of traumatic stress as opposed to the root cause, which is trauma itself, has not resulted in the desired outcomes for students or schools. The field of education, from pre-school through teacher training, cannot ignore the issue of traumatic stress if schools are to meet the expectations of parents, community, and the nation.

Becoming a trauma informed school goes beyond identifying and referring students with traumatic stress to outside services; taking a passive role will not bring about the steps necessary to assure every student will meet their full potential.[Perry, 2004]. Improving academic achievement in rural, suburban, and urban schools requires educators examine the cross-discipli-

nary research of neurobiological research and traumatology.

Understanding Altered Brain Development

Changes in society, employment, entertainment, and family have contributed to changes in early childhood experiences of many students which has resulted in altered brain development and traumatic stress. [Schore,2001; ; Siegel, 2007;Solomon & Siegel, 2004]. Effectively teaching today's students requires alternative techniques and school policies in order for the school to meet academic expectations. Electronic imaging techniques clearly illustrate that brain structure and chemistry is altered for children who are anxious, insecure, and have experienced uncompleted attachments.

Attachment Trauma

Children who have not been afforded the opportunity to complete the attachment process during early childhood have reduced capacities for self-regulation, stress management, and empathy, according to Allan Schore. [2001] Early relationships that are predictable, soothing, and include ample eye contact, smiling faces, and touching, stimulate critical development in the pre-frontal cortex, considered the executive manager of the neurological system. Perceived rejections and separations will continue to be a sensitive issue for these children and youth if not addressed by informed adults, especially in the elementary grades. [Bailey, 2000; Stein & Kendall, 2004; Badenoch, 2008].

Children with an underdeveloped pre-frontal cortex

Barbara Oehlberg, LCSW, is a Child Development and Educational Specialist and Child Trauma Consultant. She retired as an educator from Cleveland Public Schools, and authored several books, the most recent, Reaching and Teaching Stressed and Anxious Learners (2006). Ms. Oehlberg was consultant from 2000 through 2003 to the Harvard School of Public Health Violence Prevention Project and continues to consult with the Ohio Commission on Dispute Resolution and Conflict Management, a statewide school initiative. Even though she is retired she is a continuing education instructor for teachers at Kent State University and continues to present to organizations across the country.

often present disruptive and unsettling behaviors in early elementary classrooms due to separation distress and not having the neurological structure necessary for self-regulation. Unfortunately, these behaviors can be misinterpreted as misbehaviors, not stress behaviors, and are reacted to with disciplinary actions. Such reactions, in turn, are then interpreted by the child as another rejection, setting in motion a pattern of emotional insecurity and behavioral issues that greatly interfere with learning for the rest of the student's education.

Implicit memories from early infancy of angry or frustrated faces remain encoded in their amygdale unless processed and externalized. [Badenoch, 2008] Whenever the child, later as a student, sees the same facial expression on a staff member, that same sense of rejection and shame is generated, only the student has absolutely no awareness of the reason why the internal anxiety has arisen. Those implicit memories were encoded without narrative and are now not available to the student cognitively. Such experiences can result in social and relationship patterns that become life-long struggles for children who were denied the opportunity to attach. [Colozino, 2006]

Having Experienced or Witnessed Chronic Violence

Natural disaster, accidents, and other single incidents of distress can traumatize a child but the chronic stress of family or community violence or abuse will have the most lasting effect on the child's brain.

Early childhood experiences of fear and terror tend to be recorded without words or narrative. These implicit memories are stored in the amygdale, deep within the limbic area of the brain and cause perceptions of helplessness along with over-sensitized fear-alarm reactions whenever the child or youth perceives a threat.[Colozino, 2006; Oehlberg, 2006] Such fear reactions, even in school, are prompted by an automatic shift out of the neo-cortex into the limbic area for survival purposes of fight, flight, or freeze. [Perry, 2004; Levine & Kline, 2007]

These survival reactions, generated by unprocessed memories of terror and loss, directly complicate learning and classroom climates. These students are not able to communicate their sense of fear and doom with words but do so through behavioral out-bursts and

class disruptions. Unfortunately, such behaviors can be interpreted by uninformed adults as disrespect and defiance; even as ADHD. Normal disciplinary actions that may follow will result in the student continued processing out of the limbic system and not the neo-cortex. Students cannot learn or problem-solve when not in the neo-cortex.[Forbes & Post, 2006]

Students with traumatic stress pay particular attention to teachers or school personnel who are beginning to lose control, indicated by a changed breathing pattern, facial expression, and tone of voice. These cues will trigger perceptions of vulnerability for students with unprocessed traumatic memories. Such survival reactions by students following a perceived threat are neither rational or by choice as they are not generated by the central nervous system and neo-cortex; neither are they acceptable. They are sensory reactions generated by the limbic system and appear to be anger rather than fear. Anxious student's need for emotional security at such times will go farther in reinstating a classroom climate beneficial to learning than shame or threats [Forbes & Post, 2006].

One student's fear-alarm reaction can trigger and spread to other students with unprocessed traumatic stress, creating a classroom climate in which little learning ensues.[Oehlberg, 2006; Dallmann-Jones, 2006] Trauma sensitive student's ability to learn is further compromised by their inability to focus and stay on task.

At the other end of the behavioral spectrum, traumatized students may present dissociation and appear very numb, passive, and frequent daydreaming in class. Although these students may not upset classroom climate, they are not actively engaged in cognitive learning as they struggle with internal static and confusion. Bruce D. Perry states that these students hear about half the words spoken by their teachers, causing them to fall behind year after year [Perry, 2004].

Traumatized students are unable to problem-solve or participate in their own safety after they have down-shifted out of their neo-cortex when threatened. Regretfully, this sense of helplessness can prompt some teens to be more afraid of life than of death, making them exceedingly difficult to motivate in the classroom.

Being Trauma Informed: What it Means

Integrating trauma sensitivity into the educational system constitutes a paradigm shift but with minimal costs. The information on how brain development is altered because of early childhood insecurities has stunning implications for school policies and teaching techniques. It counters most of the assumptions about misbehaviors wall of us heard in our respective childhoods and throughout our professional education. Despite these challenges to our understandings, becoming a trauma informed school affords significant benefits to staff and students.

- **Administrative commitment:** Integration of trauma sensitivity begins with the administration by clearly endorsing that all students will be safe inside the school, on the school grounds, and on the busses. The framework of total security, primarily emotional security, will become the primary focus in all situations and actions by students and staff. The power of relationships will be acknowledged and practiced, with every student being assigned a staff member in a caring supportive team relationship. Building a school climate of respect and generosity of spirit by all can be initiated only by administration.
- **Disciplinary policy:** Traditional disciplinary policies and protocols tend to aggravate the sense of rejection by offending students who have a traumatic history. Such policies generate a sense of internal shame that has been encoded since early childhood.. A trauma informed policy is built on the premise that infractions are generated by insecurities and fears, not anger or by choice. Instead of punishments, the focus will be on ways to restoring the offending student to the school community. [Amstutz & Mullet, 2005; Oehlberg, 2006; Forbes & Post, 2006]
- **Staff development:** In-services on brain development and trauma will be presented to all staff; teaching, non-teaching, and volunteers. Particular attention will be given to the sensitivity of students with traumatic stress to the body language, non-verbal communications, and use of threats by staff. Bullying and shaming by adults will not be tolerated as it re-traumatizes students. Included in these in-services will be bus drivers, security personnel, office staff, cafeteria staff, tutors, volunteer playground and hall

monitors. Teachers will be introduced to classroom sensory activities for externalizing and transforming unprocessed memories of helplessness that fit into core curriculum subjects.

- **Counselors, school psychologists, and serving mental health specialists serving the school:** Screening and assessment tools that indicate traumatic experiences, past and present, will be introduced and used, not just identifying symptoms. Interventions will be encouraged. Relationships with trauma-specific mental health providers in the community will be developed.
- **Students:** Information on the human brain and its development will be introduced sensitively into health classes, including survival adaptations and resiliency requirements. Student CARE Teams will be encouraged at the high school level to meaningfully connect with and support those students who are not fully integrated into the school community [Perry, 2006].

Benefits for Being a Trauma Informed School

- Improved academic achievement and test scores.
- Improved school climate.
- Improved teacher sense of satisfaction and safety in being a teacher.
- Improved retention of new teachers.
- Reduction of student behavioral out-burst and referrals to the office.
- Reduction of stress for staff and students.
- Reduction in absences, detentions, and suspensions.
- Reduction in student bullying and harassment.
- Reduction in the need for special educational services/classes.
- Reduction in drop-outs.

At a time when schools and teachers are exceedingly stressed and stretched, becoming trauma informed may seem an ambitious and challenging strategy. However, the rewards for everyone involved are real and energizing.

TLC will be offering an internet course in Jan. 2009, featuring strategies that could be used by counselors, mental health professional, and other dedicated persons to facilitate a school becoming trauma informed. ♦

References

- Amstute, Lorraine Stutzman; Mullet, Judy H., *The Little Book of Restorative Discipline for Schools*. 2005, Good Books, Intercourse, PA
- Badenoch, Bonnie, *Being a Brain-Wise Therapist: A Practical Guide to Interpersonal Neurobiology*. 2008 WW Norton & Company, Inc. New York, NY
- Bailey, Becky, Ph.D., *I Love You Rituals*. 2000 Harper Collins, New York, NY
- Cozolino, Louis; *The Neuroscience of Human Relationships: Attachments and the Developing Brain*. WW Norton & Company, Inc. New York, NY
- Dallmn-Jones, Anthony, Ph.D.: *Shadow Children*. 2006 RLD Publications, Inc. Lancaster, PA
- Forbes, Heather T LCSW, B. Bryon Post, Ph.D., LCSW, *Beyond Consequences, Logic, and Control*. 2006 PPC Books, Redington Schores, FL
- Levine, Peter A., Kline, Maggie, *Trauma through a Child's Eyes*, North Atlantic Books, Berkeley, CA
- Oehlberg Barbara, *Reaching and Teaching Stressed and Anxious Learners in Grades 4-8: Strategies for Relieving Distress and Trauma in Schools and Classrooms*. 2006 Corwin Press, Thousand Oaks, CA
- Perry, Bruce D. "Applying the Principals of Neurodevelopment Factors in the Cycle of Violence" in *Working with Traumatized Youth in Child Welfare*. Nancy Boyd Webb, editor, 2006, The Guilford Press, New York, NY
- Perry, Bruce D. M.D., Ph. D., [Video Series #1] "The Fear Response: The Impact of Childhood Trauma". 2004, The Child Academy, www.child-trauma.org
- Perry, Bruce D. M.D., Ph.D.; Video "Identifying and Responding to Trauma in Ages Six to Adolescence" 2004, Magna Systems Video Series. www.magnasystems.org
- Schore, Allan , "Effects of a Secure Attachment Relationship on Right Brain Development; Affect Regulation and Infant Mental Healt. In *Infant Mental Health Journal*, Vol 22, Number 1&2, Jan.-April, 2001
- Solomon, M.F., Siegel, Dan. *Healing Trauma: Attachment, Mind, Body, and Brain*. 2003 WW Norton & Company Inc. New York, NY
- Stein, Phyllis T., Kendall, Joshua. *Psychological Trauma and the Developing Brain*. 2004 Haworth Press, Binghamton, NY

Social Emotional Competencies¹ and How They Relate to Other School Wide Initiatives

Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision-Making
<ul style="list-style-type: none"> ❖ Identifying emotions ❖ Accurate self-perception ❖ Recognizing strengths ❖ Self-confidence ❖ Self-efficacy 	<ul style="list-style-type: none"> ❖ Impulse control ❖ Stress management ❖ Self-discipline ❖ Self-motivation ❖ Goal setting ❖ Organizational skills 	<ul style="list-style-type: none"> ❖ Perspective-taking ❖ Empathy ❖ Appreciating diversity ❖ Respect for others 	<ul style="list-style-type: none"> ❖ Communication ❖ Social engagement ❖ Relationship building ❖ Teamwork 	<ul style="list-style-type: none"> ❖ Identifying problems ❖ Analyzing situations ❖ Solving problems ❖ Evaluating ❖ Reflecting ❖ Ethical responsibility
<p>Universal Design for Learning</p> <p>Restorative Justice</p> <p>Trauma Informed Practices</p>	<p>Universal Design for Learning</p> <p>Restorative Justice</p> <p>Trauma Informed Practices</p> <p>Project-Based Learning</p>	<p>Universal Design for Learning</p> <p>Restorative Justice</p> <p>Trauma Informed Practices</p> <p>Project-Based Learning</p> <p>Social Justice Curriculum</p>	<p>Universal Design for Learning</p> <p>Restorative Justice</p> <p>Trauma Informed Practices</p> <p>Project-Based Learning</p>	<p>Universal Design for Learning</p> <p>Restorative Justice</p> <p>Trauma Informed Practices</p> <p>Project-Based Learning</p> <p>Social Justice Curriculum</p>

¹ <http://www.casel.org/core-competencies/> CASEL, 2017

CASEL Social-Emotional Competencies ¹	Universal Design for Learning Checkpoints ²
<p style="text-align: center;">Self-Awareness</p> <ol style="list-style-type: none"> 1. Identifying emotions 2. Accurate self-perception 3. Recognizing strengths 4. Self-confidence 5. Self-efficacy 	<ol style="list-style-type: none"> 1. Checkpoint 8.4 Increase mastery-oriented feedback 2. Checkpoint 9.3 Develop self-assessment and reflection
<p style="text-align: center;">Self-Management</p> <ol style="list-style-type: none"> 1. Impulse control 2. Stress management 3. Self-discipline 4. Self-motivation 5. Goal setting 6. Organizational skills 	<ol style="list-style-type: none"> 1. Checkpoint 6.1 Guide appropriate goal-setting 2. Checkpoint 7.1 Optimize individual choice and autonomy 3. Checkpoint 8.1 Heighten salience of goals and objectives 4. Checkpoint 9.1 Promote expectations and beliefs that optimize motivation 5. Checkpoint 9.2 Facilitate personal coping skills and strategies
<p style="text-align: center;">Social Awareness</p> <ol style="list-style-type: none"> 1. Perspective-taking 2. Empathy 3. Appreciating diversity 4. Respect for others 	<ol style="list-style-type: none"> 1. Checkpoint 7.2 Optimize relevance, value, and authenticity
<p style="text-align: center;">Relationship Skills</p> <ol style="list-style-type: none"> 1. Communication 2. Social engagement 3. Relationship building 4. Teamwork 	<ol style="list-style-type: none"> 1. Checkpoint 8.3 Foster collaboration and communication
<p style="text-align: center;">Responsible Decision-Making</p> <ol style="list-style-type: none"> 1. Identifying problems 2. Analyzing situations 3. Solving problems 4. Evaluating 5. Reflecting 6. Ethical responsibility 	<ol style="list-style-type: none"> 1. Checkpoint 6.2 Support planning and strategy development

¹ Collaborative, Academic Social, and Emotional Learning, www.casel.org

² National Center on Universal Design for Learning, www.udlcenter.org

What is a Multi-Tiered System of Support?

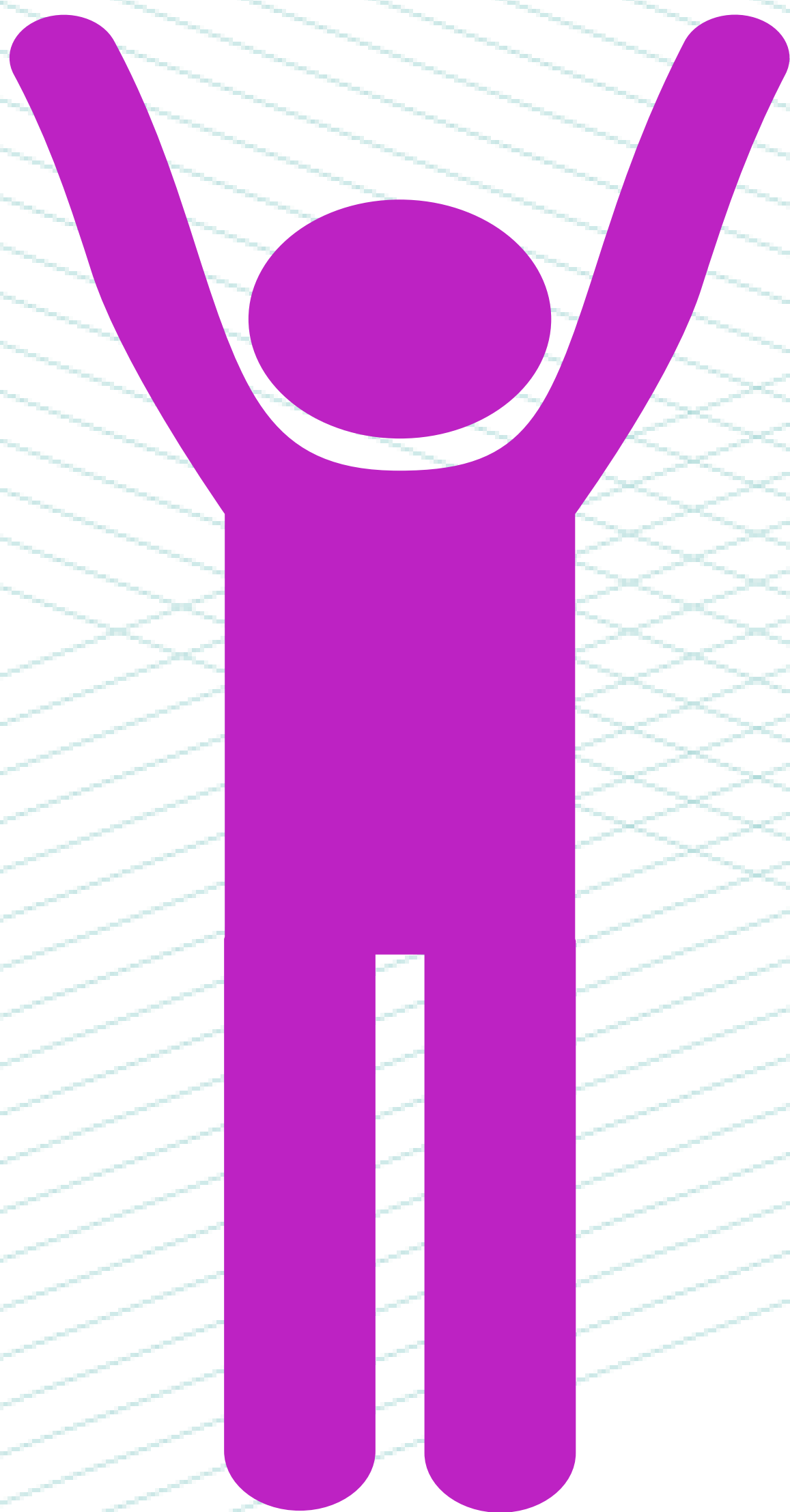
MTSS



MTSS is a FRAMEWORK and model for continuous improvement to meet all students where they need support.

**It is not a curriculum
or program.**

Implementation requires...



- Leadership
- A paradigm shift in how district, schools, and classrooms function
- Systems adapt to meet student needs based off data collection
- Union-management collaboration for successful implementation
- A change in some job responsibilities and systems
- A culture of continuous improvement and growth
- Buy-in at all levels of the educational ecosystem- minimum 80% school site staff (per school)

Progress Monitoring

Diagnostic- pre-learning
Formative- during learning
Summative- after learning

Differentiation

CONTENT- change in material being learned
PROCESS- change in the way students access material
PRODUCT- way in which student show what they have learned
FLEXIBLE GROUPING- way in which we group students to meet a need

Universal Design

the "what" of learning
the "how" of learning
the "why" of learning

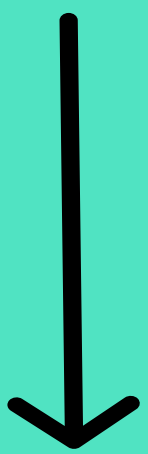
Data Collection

Used to promote continuous improvement at the district, site, and classroom levels

Adapted from the California Department of Education
MTSS Modules, 2016

PLAN-DO-CHECK-ACT

COLLECT DATA



THIS TELLS US WHAT STUDENTS NEED



Progress Monitoring procedures



ACADEMIC BEHAVIOR

Universal Design for Learning
Differentiation

Restorative Justice
Trauma Informed Classrooms
Positive Behavioral Interventions
Social-Emotional Learning
Mindfulness

a Multi-Tiered System

HAVE NOT RESPONDED TO TIER 1 AND 2
Individualized services
Strategic LCAP Plan can support this

FEW

PROGRESS MONITORING
DATA COLLECTION
TARGETED INTERVENTIONS
GENERAL ED SETTING

NO MORE THAN 15% OF STUDENT POPULATION

SOME

UNIVERSAL SCREENINGS FOR ACADEMICS AND BEHAVIOR
UNIVERSAL DESIGN FOR LEARNING CORE INSTRUCTION
DIFFERENTIATED INSTRUCTION
GENERAL ED SETTING
CALIFORNIA STATE STANDARDS

ALL

DATA COLLECTION
PROGRESS MONITORING

LCAP and MTSS Alignment



Local Control Accountability Plan

The LCAP is a critical part of the new Local Control Funding Formula (LCFF). Each school district must engage parents, educators, employees and the community to establish these plans.

Multi-Tiered System of Support

An integrated, comprehensive framework that focuses on instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

Conditions of Learning

Students are provided with safe and properly maintained schools. Teachers are fully credentialled to teach their subject area and students are provided with a broad course of study that help them develop critical thinking skills and prepare them to be civically engaged and college and career ready.



Engagement

Students are provided with motivating programs, coursework and opportunities where they feel respected, included socially and emotionally and cared for both in and out of the classroom. Families, schools and communities work closely together to build a strong framework for student achievement.



Families and community members are partners where they have options for meaningful involvement in students' education and in the life of the school and the school responds to family interests and involvement in a culturally responsive manner.

Pupil Outcomes

Student achievement means improving outcomes for all students to ensure student success.



All students are provided with a continuum of services that address their academic, behavioral, social-emotional, health and well-being needs.

Essential Questions for PBIS Implementation

Evaluation Question	Tools/Data Source to Measure Impact Relative to the Training or Coaching Event
If your district is considering implementation, here is what you should think about:	
What steps has your district taken to evaluate the district readiness for PBIS?	Hexagon Tool
Are there resources within the region or state to assist district professional development plan efforts?	California PBIS Coalition
Are resources being allocated in the LCAP to support this?	Priority 6: School Climate As measured by all of the following, as applicable: a. Pupil suspension rates. b. Pupil expulsion rates. c. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.
Additional questions for consideration:	
<ol style="list-style-type: none"> 1. What steps have been taken to include educator voice in this process? 2. What types of supports will be in place for educators throughout this process? 3. What needs to be bargained? Do we already have contract language in place to facilitate this process? 	
If your district is already implementing PBIS, here is what you should think about:	
Are school teams implementing PBIS with fidelity?	PBIS Evaluation: Tiered Fidelity Inventory
Are school teams ready to move to next tier?	PBIS Evaluation: Tiered Fidelity Inventory Readiness Data/Inventory
As a result of participating in PBIS training and receiving coaching, are student outcomes improving?	Local data: Office Discipline Referrals and Suspension reports LCAP Priority 6 Indicator Additional data might include: Attendance, School Climate Survey
Are successes and struggles across all school teams within the district used to revise district professional development action plan?	PBIS PD Blueprint : Trainer/Coaches Self-Assessment (District Professional Development Action Plan)

Are schools maintaining PBIS efforts? (annual review)	District Capacity Assessment and District wide Evaluation Plan (Tiered Fidelity Inventory, Student Outcome Data)
Are there resources within the region or state to assist district professional development plan efforts?	California PBIS Coalition
Additional questions for consideration:	
<ol style="list-style-type: none"> 1. Is there union representation on the PBIS implementation team at the district level and site level? 	



The Hexagon Tool: Exploring Context

Based on the work of
Kiser, Zabel, Zachik, & Smith (2007)

National Implementation Science Network (NIRN)

Frank Porter Graham Child Development Institute
UNIVERSITY OF NORTH CAROLINA CHAPEL HILL

Citation and Copyright

Suggested citation:

Blase, K., Kiser, L. and Van Dyke, M. (2013). The Hexagon Tool: Exploring Context. Chapel Hill, NC: National Implementation Research Network, FPG Child Development Institute, University of North Carolina at Chapel Hill.

This document is based on the work of Kiser, Zabel, Zachik, & Smith (2007) and the National Implementation Research Network (NIRN).

© 2013 Karen Blase, Laurel Kiser, Melissa Van Dyke



This content is licensed under Creative Commons license CC BY-NC-ND, Attribution-NonCommercial-NoDerivatives . You are free to share, copy, distribute and transmit the work under the following conditions: Attribution — You must attribute the work in the manner specified by the author or licensor (but not in any way that suggests that they endorse you or your use of the work); Noncommercial — You may not use this work for commercial purposes; No Derivative Works — You may not alter, transform, or build upon this work. Any of the above conditions can be waived if you get permission from the copyright holder.

About

The mission of the National Implementation Research Network (NIRN) is to contribute to the best practices and science of implementation, organization change, and system reinvention to improve outcomes across the spectrum of human services.

email: nirn@unc.edu

web: <http://nirn.fpg.unc.edu>

Effective implementation capacity is essential to improving education. The State Implementation & Scaling-up of Evidence-based Practices Center supports education systems in creating implementation capacity for evidence-based practices benefitting individuals, especially those with disabilities.

email: sisep@unc.edu

web: <http://www.scalingup.org>



The Hexagon Tool helps states, communities, and agencies systematically evaluate new and existing interventions via six broad factors: needs, fit, resource availability, evidence, readiness for replication and capacity to implement.

Broad factors to consider when doing early stage exploration of Evidence-Based Practices (EBP)/Evidence Informed Innovations (EII) include:

- **Needs** of individuals; how well the program or practice might meet identified needs.
- **Fit** with current initiatives, priorities, structures and supports, and parent/community values.
- **Resource Availability** for training, staffing, technology supports, data systems and administration.
- **Evidence** indicating the outcomes that might be expected if the program or practices are implemented well.
- **Readiness for Replication** of the program, including expert assistance available, number of replications accomplished, exemplars available for observation, and how well the program is operationalized
- **Capacity to Implement** as intended and to sustain and improve implementation over time.

A thorough exploration process focused on the proposed program or practice will help your Implementation Team(s) have a productive discussion related to the six areas listed above, and to arrive at a decision to move forward (or not) grounded in solid information from multiple sources. That information will assist you in communicating with stakeholders and in developing an Implementation Plan.

There are a number of discussion prompts listed under each area of the hexagon. These prompts are not exhaustive, and you may decide that additional prompts need to be added. The prompts direct you to relevant dimensions that your team may want to discuss before rating the factor.

For example, under the area labeled **Fit**, you are reminded to consider:

- How the proposed intervention or framework ‘fits’ with other existing initiatives and whether implementation and outcomes are likely to be enhanced or diminished as a result of interactions with other relevant interventions
- How does it fit with the priorities of your state, community, or agency?
- How does it fit with current state, community, or regional organizational structures?
- How does it fit with community values, including the values of diverse cultural groups?

Recommendations for Using the Hexagon Tool

The following are SISEP recommendations for using the tool:

1. Assign team members to gather information related to the six factors and to present the information to the decision-making group or relevant Implementation Team. Following report-outs related to each area and/or review of written documents, team members can individually rate each area on a 1 to 5 scale, where 1 indicates a low level of acceptability or feasibility, 3 a moderate level and 5 indicates a high level for the factor. Midpoints can be used and scored as 2 or 4.
2. You can average scores for each area across individuals and arrive at an overall average score, with a higher score indicating more favorable conditions for implementation and impact. However, cut-off scores should not be used to make the decision.
3. The scoring process is primarily designed to generate discussion and to help arrive at consensus for each factor as well as overall consensus related to moving forward or not. The numbers do not make the decision, the team does. Team discussions and consensus decision-making are required because different factors may be more or less important for a given program or practice and the context in which it is to be implemented. There also will be trade-offs among the factors. For example, a program or practice may have a high level of evidence with rigorous research and strong effect size (Evidence), but may not yet have been implemented widely outside of the research trials¹. This should lead to a team discussion of how ready you are to be the “first” to implement in typical educational settings in your area. Or the team may discover that excellent help is available from a developer, purveyor, or expert Training or Technical Assistance, but that ongoing costs (Resource Availability) may be a concern.
4. We recommend that after reviewing information related to each factor, individually scoring each factor, summarizing ratings, and discussing the strengths and challenges related to each factor of the proposed intervention, that the team members decide on a process for arriving at consensus (for instance, private voting or round-robin opinions followed by public voting

¹ Usable Interventions - To be usable, it's necessary to have sufficient detail about an intervention. With detail, you can train educators to implement it with fidelity, replicate it across multiple settings and measure the use of the intervention. So, an intervention needs to be teachable, learnable, doable, and be readily assessed in practice.

The Hexagon Tool

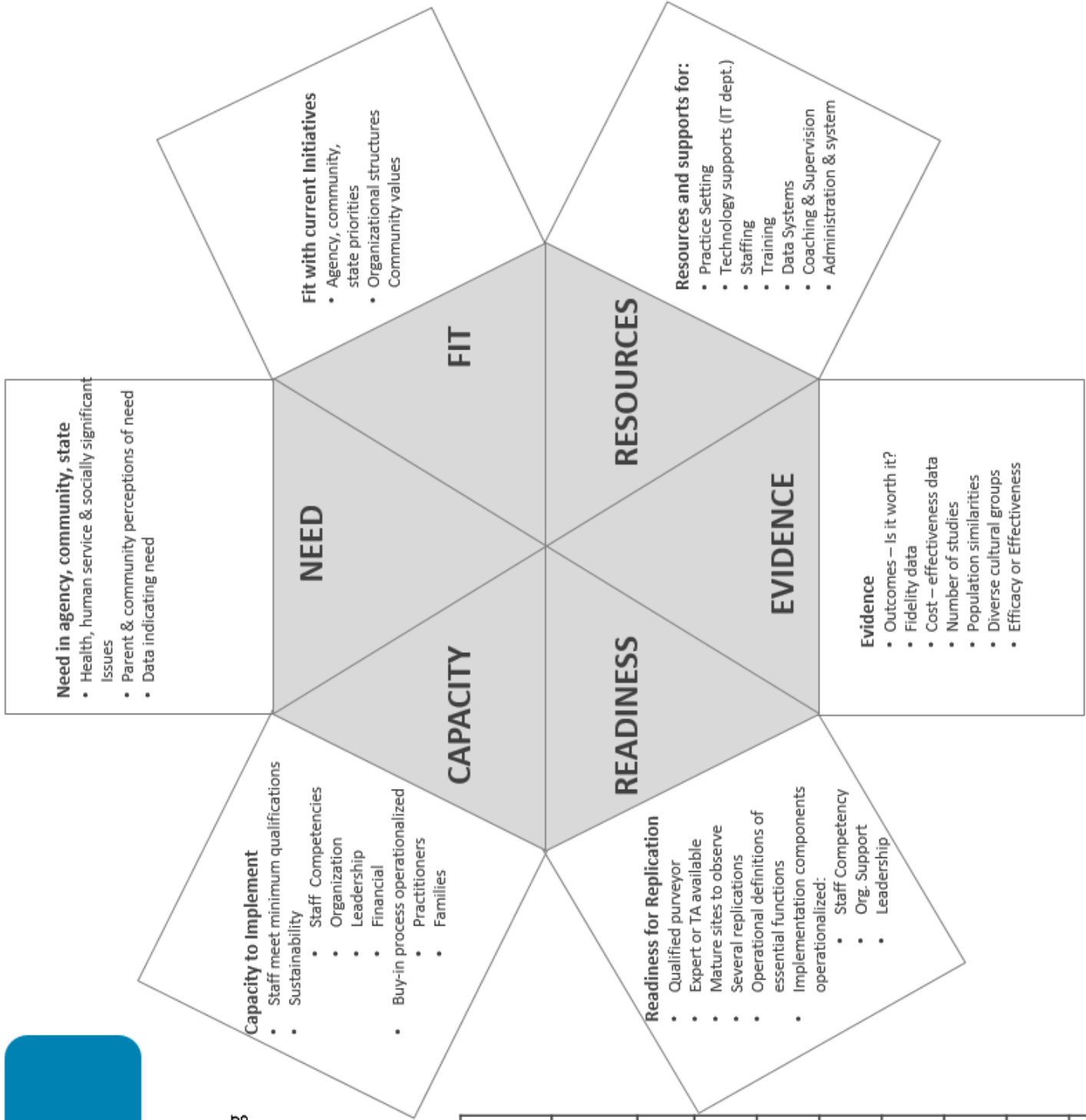
Exploring Context

The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

See the Active Implementation Hub Resource Library

<http://implementation.fpg.unc.edu>

EBP:	5 Point Rating Scale: High = 5; Medium = 3; Low = 1. Midpoints can be used and scored as a 2 or 4.		
	High	Med	Low
Need			
Fit			
Resource Availability			
Evidence			
Readiness for Replication			
Capacity to Implement			
Total Score			



School-wide PBIS Team Review

Identify the step(s) your school is at with regard to implementing SW-PBIS with fidelity. Code each step as P = planning to implement, I = initial implementation of this step, FI = full implementation of this step, and M = maintaining full implementation through continuous improvement.

- Step 1 – Build consensus among staff on the importance of establishing a positive school culture and climate through common expectations and language regarding student behavior. Address the underlying belief barriers regarding the competition between extrinsic vs. intrinsic motivation (both work together rather than against one another)
- Step 2 – establish the common 3 to 5 positively stated, teachable, and memorable behavioral expectations using activities that allow staff input
- Step 3 – create a Behavioral Expectation by Setting (e.g., classroom, hallway, office, cafeteria, bathroom, playground areas, bus, etc.) matrix that outlines what it looks like to exhibit the behavioral expectations in the main settings in which students interact
- Step 4 – develop posters and other cueing materials that include the matrix for the area to signal to students when and how to exhibit the behavioral expectations. These posters should be placed in areas in which students can see with minimal effort.
- Step 5 – outline ongoing schedule of teaching and expectation review that will ensure students learn the expectations and know what it looks like in each of the matrix settings (school-wide assembly, rotational teachings, classroom-based instruction, role play of examples and non-examples, weekly announcements)
- Step 6 – develop a school-wide motivation/reinforcement system that consists of (a) a school-based currency to reinforce students who exhibit behavioral expectations, (b) grade-level or classroom incentives to access reinforcing experiences based on meeting expectations, and (b) staff maintaining high rates of behavior specific praise (5 to 1 ratio, praise delivered based on effort, behaviors, or process/strategies used)
- Step 7 – gather data to inform decisions
 - collecting and analyzing office discipline referral data – three voices (teacher view, student view, and administrative view, high flying students, location, type of behavior problem, preventive strategies implemented but not effective)
 - student voice – degree to which students find school to be a fun and exciting place, sense of belonging and connection
 - student comprehension of the expectations (what are they, what do they look like, and rationale for exhibiting the expectations)
- Step 8 – develop a system to monitor fidelity of implementation (teaching of expectations, reinforcement of students exhibiting the expectations, effectively responding to problem behavior, etc.) and meet as a team to review implementation and plan additional dissemination and professional development activities

Establish, Maintain, and Restore (EMR) Positive Relationships

Reflecting on intentional relational practices: To what extent are teachers in your building being intentional about EMR?

- What are the feasible, intentional and systematic approaches that are being implemented in your building to *establish, maintain, and restore* relationships with all students in each class?
 - Generate relational strategies or tactics that are used for each phase of the relationship
 - Establish
 - Maintain
 - Restore
- To what extent are there students in your building who do not have strong connections with at-least two adults in the building and a sense of belonging to the school environment?
 - What is your intention to address this area in the future?
 - Disseminate information through handouts, trainings, fidelity checks, and grade-level or PLC meetings
- To what extent are people aware of certain practices that may harm relationships with students (punitive discipline, lack of empathy for students who are struggling with stressors inside and outside of school, repeated failure without differentiated opportunities to be successful)?
 - What is your intention to address this area in the future?
 - Disseminate information through handouts, trainings, fidelity checks, and grade-level or PLC meetings

Social-Emotional Learning Curriculum Adopted and Implemented

- Is your school implementing an SEL curriculum? If so, which one?
 - Are all students receiving the SEL curriculum?
 - Are teachers referencing the SEL skills throughout the week to promote the use of the skills outside of the lessons?
 - If a specialist is delivering the curriculum, is the teacher absent, simply present, or co-leading delivery of the lessons?
 - If the teacher isn't participating, then they are unable to anticipate when skills can be used, reference the skill, and reinforce students for using the skill.
- If your school hasn't adopted an SEL curriculum, what are your plans for adopting one and beginning implementation?



Part 1: Key Activities

Activity	Benchmarks
<p>1. Conduct SEL-related resource and needs assessment (District Strength Inventory) across the district and schools.</p>	<p>4. The district has shared findings from the resource and needs assessment with stakeholders to support SEL planning and implementation at the district and school levels, and has plans to assess resources and needs regularly (every two years or less).</p> <p>3. The district has collected and summarized information from its resource and needs assessment.</p> <p>2. The district has started to conduct a thorough resource and needs assessment to support SEL implementation district-wide.</p> <p>1. The district has initiated their SEL resource and needs assessment process by reviewing the CASEL tool, integrating it with district resources and needs assessment processes, and identifying stakeholders who will lead and participate in this process.</p>
<p>2. Develop a district-wide vision that prioritizes academic, social, and emotional learning for all students</p>	<p>4. The district has completed a process with opportunities to involve all stakeholders (including students) to contribute to developing shared language, understanding, and ownership for prioritizing the goals of academic, social, and emotional learning for all students. The governing board and district leadership have taken action for public commitment to support implementation of the SEL vision as a priority for student learning.</p> <p>3. The district has completed a vision development process, but either did not include all the stakeholders noted in the benchmark above (#4), or have not publicly committed to SEL implementation as a priority.</p> <p>2. The district is actively working on developing a vision for academic, social, and emotional learning, but the work is not complete.</p> <p>1. The district is beginning to think about plans for developing a district-wide vision that prioritizes academic, social, and emotional learning for all students.</p>
<p>3. Develop expertise in academic, social, and emotional learning theory, research, and practice at the central office level.</p>	<p>4. The district has developed widespread capacity, commitment, and knowledge in SEL theory, research, and practice across many central office leaders from diverse departments to provide guidance and support for school and classroom academic and SEL development.</p> <p>3. The district has developed capacity, commitment, and knowledge in SEL theory, research, or practice for a core group of central office leaders to provide guidance and support for school and classroom SEL development.</p> <p>2. The district is implementing a plan to build central office capacity, commitment, and knowledge in SEL theory, research, and practice to provide guidance and support for school and classroom SEL development.</p> <p>1. The district is developing a plan to assess central office staff capacity, commitment and knowledge to provide guidance and support for school and classroom SEL development.</p>
<p>4. Design and implement effective professional development programs to build internal capacity for developing academic, social, and emotional learning.</p>	<p>4. The district has <i>implemented</i> a coordinated professional development program that provides PD to address academic, social, and emotional learning capacity development for <i>all</i> staff at individual, school, and district levels using <i>effective</i> PD practices including embedded, ongoing support and continuous assessment for improvement.</p> <p>3. The district has <i>developed</i> a coordinated professional development program that provides PD to address academic, social, and emotional learning capacity development for <i>most</i> staff at individual, school, and district levels using <i>effective</i> PD practices including embedded, ongoing support and continuous assessment for improvement.</p> <p>2. The district has a professional development program that provides PD to address academic, social, and emotional learning capacity development for <i>some</i> staff at individual, school, and district levels using <i>some effective</i> PD practices including embedded, ongoing support or continuous assessment for improvement.</p>



Activity	Benchmarks
<p>5. Align resources to support academic, social, and emotional learning programming.</p>	<p>1. The district has academic, social, and emotional learning-related PD opportunities available for isolated purposes, but does not yet have systematic coordination, alignment, or outcome assessments.</p> <p>4. The district is implementing a long-term plan with funding, staff, and material resources to sustain ongoing SEL programming for all students. Additional funding partners are supporting the district efforts in academic, social, and emotional learning.</p> <p>3. The district has dedicated substantial funding, staff, and material resources to sustain high-quality SEL programming for all students.</p> <p>2. The district has dedicated <i>some</i> of the funding, staff, and material resources necessary to implement ongoing SEL programming for all students.</p> <p>1. The district has begun to identify financial resources for staff, professional development, and materials to support SEL programming.</p>
<p>6. Communicate about academic, social, and emotional learning with a variety of stakeholders.</p>	<p>4. The district has <i>fully</i> implemented a well-designed systematic communications plan to engage <i>all</i> key stakeholders, internally and externally, to understand and fully support academic, social, and emotional learning for all students.</p> <p>3. The district has <i>partially</i> implemented a well-designed systematic communications plan to engage <i>all</i> key stakeholders, internally and externally, to understand and fully support academic, social, and emotional learning for all students.</p> <p>2. The district has <i>started</i> to implement a communications plan to engage <i>most</i> key stakeholders, internally and externally, to understand and fully support academic, social, and emotional learning for all students.</p> <p>1. The district is beginning to design a systematic communications plan to engage all key stakeholders, internally and externally, to understand and fully support academic, social, and emotional learning for all students.</p>
<p>7. Establish Pre-K-12 learning standards for students' social and emotional competence.</p>	<p>4. The district is implementing comprehensive, developmentally appropriate learning standards and benchmarks that articulate what students should know and be able to do in the area of social and emotional learning from Pre-K through grade 12 and outlined intersections with standards in academic content areas (including Common Core state standards if applicable). This information has been shared with staff, students, and parents.</p> <p>3. The district has adopted comprehensive, developmentally appropriate learning standards and benchmarks that articulate what students should know and be able to do in the area of social and emotional learning from pre-K through grade 12. The district has outlined intersections with standards in academic content areas (including Common Core state standards if applicable).</p> <p>2. The district has developed a plan for adopting Pre-K-12 SEL learning standards.</p> <p>1. The district is beginning to consider Pre-K-12 SEL learning standards and reviewing exemplars such as the Illinois Pre-K-12 SEL standards.</p>
<p>8. Adopt and implement evidence-based programs for academic and SEL in all schools.</p>	<p>4. The district has adopted evidence-based programs that explicitly address a full range of social and emotional competencies for all students in <i>all</i> grades. The activities identified in the school theory of action have been fully implemented in <i>all</i> schools.</p> <p>3. The district has adopted evidence-based programs that explicitly address a full range of social and emotional competencies for all students in <i>some</i> grades and some schools. The activities identified in the school theory of action have been fully implemented in <i>some</i> schools.</p> <p>2. The district has adopted evidence-based programs that explicitly address social and emotional competencies for all students in <i>some</i> grades. The activities identified in the school theory of action have <i>not</i> been fully implemented in many of the schools with the program.</p> <p>1. The district does not yet have evidence-based programs in place at the universal level (although there may be programs in place for selected/at-risk students). The district is beginning to examine the school level theory of action.</p>



Activity	Benchmarks
<p>9. Integrate SEL programming with other existing initiatives, including academic improvement, at the district and school levels.</p>	<p>4. The district has aligned, integrated, <i>and</i> implemented SEL with all other district initiatives and priorities including curriculum, instruction, and assessment.</p> <p>3. The district has aligned but not yet integrated SEL with all other district priorities including curriculum, instruction, and assessment.</p> <p>2. The district has aligned SEL with <i>some</i> other district priorities including curriculum, instruction, and assessment.</p> <p>1. The district has started to think about connections with SEL across curriculum, instruction, and assessment.</p>
<p>10. Establish systems to continuously improve academic, social, and emotional learning programming through inquiry and data collection.</p>	<p>4. The district systematically collects data on SEL program implementation, students' social and emotional competence, and school climate from all schools. Central office staff and school teams reflect on these data <i>and</i> actively change practices.</p> <p>3. The district collects data on SEL program implementation, students' social and emotional competence, and school climate from all schools but does not have a reporting system in place so central office staff and school staff can reflect on these data and actively change practices.</p> <p>2. The district systematically collects data on two of the three domains listed above from some schools, but central office staff and school staff do not formally reflect on these data or change practices.</p> <p>1. The district has started conversations about collecting the data identified in the top benchmark (#1) but does not collect data in more than one of the domains, and does not yet have a process in place for reflecting on or using data to improve practice.</p>



Part 2: Other District and School Outcomes

Outcomes	Benchmarks	Status	Comments
<p>1. Positive district--level, school---level, and classroom climate</p>	<p>4. The district has actively implemented strategies to foster a climate of respect, trust, and collaboration through system---wide efforts to establish norms for student and adult interactions with demonstrated SEL competencies. There are established district, school, and classroom connections to support a positive climate.</p> <p>3. The district has developed and implemented some system---wide strategies to promote a climate of respect, trust, and collaboration. Some progress has been made on norms for student and adult interactions and demonstrated SEL competencies. There are inconsistent levels of district, school, and classroom connections to support a positive climate.</p> <p>2. The district is starting to implement some system---wide efforts to promote a climate of respect, trust, and collaboration. Establishing norms for student and adult interactions has also started.</p> <p>1. The district is planning system---wide strategies to foster a climate of respect, trust, and collaboration and also to establish norms for student and adult interactions with demonstrated SEL competencies.</p>		
<p>2. Stakeholder commitment to SEL as a priority</p>	<p>4. The district has secured influential district leaders, parents, families, and broad---based community leaders' commitment to SEL as a priority for all students. Board actions, policy, media, communication, resource allocations and business, community, and parent groups provide clear evidence of support for implementing systemic SEL.</p> <p>3. The district has secured stakeholder commitment to SEL as a priority from a diverse group of stakeholders including growing involvement of family, community, and other agencies, including funding sources.</p> <p>2. The district has secured a few influential stakeholders who are strongly committed to SEL, or there is weak commitment from a majority of district leaders.</p> <p>1. The district has influential district leaders and stakeholders who do not address SEL as a priority.</p>		
<p>3. Clear roles and responsibilities for SEL exist among stakeholders</p>	<p>4. The district has established communication, coordination, decision---making, and accountability systems supported by clearly defined roles and responsibilities of each stakeholder to implement systemic SEL. This has been explicitly conveyed to all stakeholders within the district and community through a variety of approaches such as websites, publications, memos, and other materials.</p> <p>3. The district has established most communication, coordination, decision---making, and accountability systems supported by some defined roles and responsibilities for each stakeholder to implement systemic SEL. Some efforts have been implemented to communicate this to all stakeholders.</p> <p>2. The district has started to establish some communication, coordination, decision---making, and accountability systems to implement systemic SEL. Roles and responsibilities of each stakeholder have not been made explicit in any communication efforts.</p> <p>1. The district has not clearly defined who is responsible for which aspect of ongoing systemic SEL programming implementation.</p>		

16 Proactive Classroom Management Strategies

Relationship Strategies

1. Strategically and intentionally establishing positive relationships with all students in the class
2. 5 to 1 ratio of positive to negative interactions (Magic ratio)
3. Smiling and being nice
4. Positive greetings at the door to precorrect and establish a positive climate
5. Communicating competently w/ students

Procedural Strategies

1. Organizing a productive classroom
2. Classroom rules/expectations and procedures are visible and known by every student
3. Teach, model, and reinforce social-emotional skills
4. Transitions are managed well
5. Independent seatwork is managed and used when needed
6. Teacher proximity and mobility
7. Motivation system to reward desirable behavior
8. Goal setting and performance feedback
9. Visual schedule of classroom activities
10. Effective cuing systems to release and regain attention
11. Providing numerous opportunities to respond

- Out of these PCM strategies, list which ones that have been identified as non-negotiable in your building?

- For those PCM strategies that have been trained on or information has been disseminated, indicate the degree to which they are being implemented school-wide by staff (less than 25%, 26-50%, 51-75%, and 76-100%).

- What is your team's intention to improve dissemination and implementation efforts regarding PCM strategies in the future?
 - Disseminate information through handouts, trainings, fidelity checks, and grade-level or PLC meetings

Good Behavior Game

Has your staff received training or information on the implementation of the GBG and the long-reaching preventative effects it can produce?

What percentage of staff implement the GBG at your school?

- What is your team's intention to improve dissemination and implementation efforts regarding the GBG in the future?

**P = planning to implement,
I = initial implementation of this step,
FI = full implementation of this step, and
M = maintaining full implementation through
continuous improvement.**

Some Positive Responses to Student Misbehavior

“You want your responses to take the least amount of planning, the least amount of effort, the least amount of time, and the least amount of paperwork.” Fred Jones

Non-verbal Responses

Positive Teacher Responses	Looks Like/Sounds Like
1. <u>Withitness</u> : Know what is happening at all times in the classroom.	<ul style="list-style-type: none"> Walk around the room. Make sure you spend time in each quadrant. Scan the faces of the students, making eye contact with as many as possible. Look for behaviors that can turn into problems—make eye contact, move toward student, and/or say something.
2. <u>Signaling</u> : eye contact and facial expressions	<ul style="list-style-type: none"> Look at the student in a way that it sends the message: “I know what you are doing.” Use your teacher look.
3. <u>Signaling</u> : gestures	<ul style="list-style-type: none"> Gestures include: pointing to the rules posted in the room, holding up your hand, shaking your head, leaning in toward a student, placing your index finger to your lips, placing hands on hips and folding arms.
4. <u>Proximity</u>	<ul style="list-style-type: none"> Move around the classroom. Stand next to a student who is misbehaving. Arrange seats so that you can get to any student quickly.
5. <u>Planned Positioning</u>	<ul style="list-style-type: none"> Stand next to the classroom door. Sit between two students. Never turn your back on the students.
6. <u>Waiting</u>	<ul style="list-style-type: none"> Stop talking. Stand quietly and wait. Wait until all students are doing what they are suppose to be doing.
7. <u>Behavior Records</u>	<ul style="list-style-type: none"> Look at the student to get their attention or move to the student. Say nothing. Record the behavior.

Verbal Responses

Positive Teacher Responses	Looks Like/Sounds Like
8. <u>Name</u> : Using a student’s name in a positive way	<ul style="list-style-type: none"> “Shelby, will you act as our recorder for us during the next activity?” “Jake, I’ll be asking you to share your thoughts on the next question.”
9. Reminders, prompts, and cues	<ul style="list-style-type: none"> Quietly walk over to the student, state the reminder privately, and move away. Keep a Post-It note on the student’s desk. Add a mark to it each time the student displays the inappropriate behavior. Place a Post-It note on the desk with the rule on it. Remove the Post-It when the rule is being consistently followed.
10. Descriptive statements	<ul style="list-style-type: none"> “Its almost time for break.” “Papers are due in 7 minutes.” “It’s nearly time to change classes.”
11. Enforceable Statements	<ul style="list-style-type: none"> “I listen to people who raise their hand.” “When everything is cleaned up, I will excuse you to lunch.” “When everyone is quiet, I will begin reading.”
12. Questions	<ul style="list-style-type: none"> “Jen, are you aware that your pencil tapping is disturbing others?” “Julie, would you read silently. Your voice is distracting to

	<p>people sitting near you.”</p> <ul style="list-style-type: none"> • “Brad, do you realize your humming is distracting to others in the class?”
13. Choices	<ul style="list-style-type: none"> • “Would you rather work alone or with your group?” • “Feel free to do the first 10 problems or the last 10” • “Which do you prefer, sitting in rows or in a circle?”
14. <u>Removing Distractions</u>	<ul style="list-style-type: none"> • Remove the item of distraction. Return the item when the student is back on task. • Ask the student to put the item away. • Pass materials out after you give directions.
15. <u>Positive Interactions</u> : Increase the ratio of positive to negative teacher to student interactions.	<ul style="list-style-type: none"> • Aim for five positive to one negative teacher to student interaction.
16. <u>Whole class reminders</u> : Refocus students without calling out their name.	<ul style="list-style-type: none"> • “Safety please” • “Respect quiet time” • “I see a few students off task. Let me repeat the directions.”
17. <u>But Why?</u> : Explain the rationale for the rule.	<ul style="list-style-type: none"> • “We have this rule because . . .”
18. <u>Whole Class Assessment</u> : Post rules and ask students to self-assess periodically.	<ul style="list-style-type: none"> • “Lets review our class rules and assess how we did today.”
19. <u>Redirection</u> : Remind student of the task without commenting on the off task behavior.	<ul style="list-style-type: none"> • “What is your job right now?” • “You need to get to class.”
20. <u>Problem Solving</u>	<ul style="list-style-type: none"> • “Lets figure out how you can get to class on time.”
21. <u>Seating</u> : Change seat (student choice or teacher choice)	<ul style="list-style-type: none"> • “Michael, please select another seat where you can focus better.” • “ Michael, please move your seat next to me.”
22. <u>Offer Assistance</u>	<ul style="list-style-type: none"> • “Emma, how can I help you? • “Juan, what can I do to help you be successful today?” • “Maria, what can I do to help you get started?”
23. <u>Active Listening</u> : Listen to the student and paraphrase back.	<ul style="list-style-type: none"> • “So you are upset because . . .”
24. <u>Verbal Praise</u> : Used to recognize other students doing the right thing which in turn will encourage other students to demonstrate positive behavior.	<ul style="list-style-type: none"> • “Group three is reading the directions together and identifying roles in the group”
25. <u>Verbal Praise</u> : Used to encourage students and reinforce positive behavior.	<ul style="list-style-type: none"> • “ Marcus, you are doing a great job walking quietly in the hallway”
26. <u>Differential Reinforcement</u> : Catch them being good and reinforce.	<ul style="list-style-type: none"> • Two or 3 times in a class speak to the student softly and privately. Tell the student: “I like that way you are paying attention and asking questions in class that are thought provoking.”
27. <u>Preemptive</u> : Remind student(s) of appropriate behavior <u>before</u> the activity takes place.	<ul style="list-style-type: none"> • “Bobby, remember that during independent work time I expect you to remain in your seat, work on your assignment and not talk. If you have a question, raise your hand and I’ll help you?”
28. State the appropriate behavior. Identify the incorrect behavior.	<ul style="list-style-type: none"> • “We respect others in this room and that means not using put downs”
29. Smile, give feedback, pause,	<ul style="list-style-type: none"> • (Smile and say) “Nathan, please stop talking to Joey and get

state name, say please + your request, pause, say thank you, and state name.	to work on your assignment. Thank you, Nathan. (Smile again)
30. Response in a positive way with a reminder of the rule	<ul style="list-style-type: none"> • “Thank you for sharing. Can you remember to raise your hand please?”
31. Ask for an alternative appropriate response	<ul style="list-style-type: none"> • “How can you show respect and still get your point across?”
32. Provide an opportunity to practice the skill and provide verbal feedback	<ul style="list-style-type: none"> • “That’s much better, thank you for showing respect towards others”
33. <u>Planned Ignoring</u>	<ul style="list-style-type: none"> • Ignore the undesirable behavior. Go on with business and wait to catch the student being good. • Recognize the positive behavior of other students.
34. <u>Time Delay</u> : Wait the student out. Give the student time to think it through.	<ul style="list-style-type: none"> • “Let me give you 5 minutes to think it through and I’ll come back and we will talk more”
35. <u>Premacking</u> : Withhold something the student desires until he does what you have asked him.	<ul style="list-style-type: none"> • “You can play the game, after you finish your math problems.”
36. <u>Hurdle Help</u> : Provide help to the student in order to overcome difficulty in completing the assignment, thereby removing the hurdle.	<ul style="list-style-type: none"> • “Nina, you seem stuck. Lets see if I can help you figure out what you need to do next and how you can help yourself the next time.”
37. <u>Antiseptic Bouncing</u> : Remove the student from the situation	<ul style="list-style-type: none"> • “Lets talk a walk” • “Please go next door to complete your work. I’ll check on you in 5 minutes.” • “Please go get a drink and come back and we will talk.”
38. <u>Logical Consequences</u> : Strategies designed to help the student consider the possible consequences of his actions.	<ul style="list-style-type: none"> • “If you slide down the hand rails, you might hurt yourself.”
39. <u>Restructure</u> : shifting gears	<ul style="list-style-type: none"> • Abandon the activity or switch to an alternative activity.
40. <u>Direct Appeal to Values</u> : Appeal to the values of student(s) when intervening in a problem.	<ul style="list-style-type: none"> • “You seem angry with me. Have I been unfair to you?” • “ I know you are angry, but if you break that, you will have to replace it with your own money.” • “Your classmates will be angry with you if you continue to interrupt the lesson” • “I care about you and I can not let your behavior to continue.” • “I know you will be mad at yourself if you tear up that paper you’ve worked on all period.”

100 Free or Inexpensive Rewards for Individual Students

Elementary Level

1. Assist the custodian
2. Assist with morning announcements over the PA system
3. Be a helper in another classroom
4. Be featured on a photo recognition board
5. Be recognized during announcements
6. Be the first one in the lunch line
7. Be the leader of a class game
8. Be the line leader or the caboose
9. Be the scout (Person who goes ahead of class to tell the special teacher they are on the way)
10. Be the teacher's helper for the day
11. Borrow the principal's chair for the day
12. Buzz cut a design in an agreeable male's head
13. Choose a book for the teacher to read aloud to the class
14. Choose any class job for the week
15. Choose music for the class to hear
16. Choose the game during physical education
17. Choose which homework problem the teacher will give the answer to for a freebie
18. Cut the principal's tie off and have your picture featured on a bulletin board with the neck part of the tie as the frame. Keep the tip for a souvenir.
19. Dance to favorite music in the classroom
20. Design a class/school bulletin board
21. Design and make a bulletin board
22. Do half of an assignment
23. Draw on the chalkboard
24. Draw on a small white board at desk
25. Draw pictures on the chalkboard while the teacher reads to the class (illustrating the story being read)
26. Duct tape the principal to the wall during lunch or an assembly
27. Earn a free pass to a school event or game
28. Earn a gift certificate to the school store or book fair
29. Earn a pass to the zoo, aquarium, or museum
30. Earn a trophy, plaque, ribbon or certificate
31. Earn an item such as a Frisbee, hula hoop, jump rope, paddleball or sidewalk chalk, which promote physical activity
32. Earn extra computer time
33. Earn extra credit
34. Earn free tutoring time from the teacher (spelling secrets, math secrets, writing secrets)
35. Earn play money to be used for privileges
36. Earn points for good behavior to "buy" unique rewards (e.g. Autographed items with special meaning or lunch with the teacher)
37. Earn the privilege of emailing a parent at work telling of accomplishments
38. Eat lunch outdoors with the class
39. Eat lunch with a teacher or principal
40. Eat lunch with an invited adult (grandparent, aunt, uncle)
41. Eat with a friend in the classroom (with the teacher)
42. Enjoy a positive visit with the principal
43. Enjoy class outdoors for the whole class

44. Enter a drawing for donated prizes among students who meet certain grade standards
45. Get “free choice” time at the end of the day
46. Get a “no homework” pass
47. Get a drink from the cold water fountain (There is always one fountain that is better)
48. Get a flash cards set printed from a computer
49. Get a video store or movie theatre coupon
50. Get extra art time
51. Go on a walking field trip (earn privilege for whole class)
52. Go to the library to select a book to read
53. Have a drawing lesson
54. Have a free serving of milk
55. Have a teacher read a special book to the entire class
56. Have an extra recess
57. Have teacher share a special skill (e.g. Sing)
58. Have the teacher make a positive phone call home
59. Help in a lower level class
60. Keep a stuffed animal at desk
61. Learn how to do something special on the computer- like graphics or adding sound
62. Learn how to draw something that looks hard, but with help is easy
63. Listen to music while working
64. Listen with a headset to a book on audiotape
65. Make deliveries to the office
66. Name put on scrolling marquee with a specific message “Emily Jones says smile and eat your veggies.”
67. Operate the remote for a PowerPoint lesson
68. Pick a game at recess that everyone plays including the teacher
69. Play a computer game
70. Play a favorite game or puzzle
71. Read a book to the class
72. Read morning announcements
73. Read outdoors
74. Read to a younger class
75. Receive a “mystery pack” (gift-wrapped items such as a notepad, folder, puzzle, sports cards, etc.)
76. Receive a 5-minute chat break at the end of the class or at the end of the day
77. Receive a note of recognition from the teacher or principal
78. Receive a plant, seeds and a pot for growing
79. Receive art supplies, coloring books, glitter, bookmarks, rulers, stencils, stamps, pens, pencils, erasers and other school supplies
80. Receive verbal praise
81. Select a paper back book to take home to read from the teacher’s personal library
82. Sit at the teacher's desk for the day or a set amount of time
83. Sit next to the teacher during story time
84. Sit with a friend at lunch, assembly, etc.
85. Take a free homework pass
86. Take a trip to the treasure box (non-food items such as water bottles, stickers, key chains, temporary tattoos, yo-yo’s, bubbles, spider rings, charms and pencil toppers)
87. Take care of the class animal
88. Take class animal home for school vacation time
89. Take home a class game for a night

90. Teach the class a favorite game
91. Teach the class a math lesson
92. Use colored chalk
93. Use the teacher's chair
94. Walk with a teacher during lunch
95. Watch a video instead of recess
96. Work as the Principal apprentice for 20 minutes
97. Work in the lunchroom
98. Write with a marker for the day
99. Write with a special pen for the day
100. Write with a special pencil for the day

60 Free or Inexpensive Rewards for Individual Students

Secondary Level

1. Adult volunteers to write a job recommendation for the student
2. All school party on the weekend with different venues for all interests: (students with zero ODR's get to come) Have parents sponsor and chaperone:
 - a. Dance area
 - b. Basketball area
 - c. Game board area
 - d. Conversation pit
 - e. Graffiti wall (piece of sheetrock painted white with sharpies of various colors)
 - f. Karaoke area
 - g. Computer animation area
3. Assisting Coach for any sport
4. Assisting PTO to develop ways to reward teachers who go out of their way to help students
5. Chance to go to grade school and teach students about a topic of interest
6. Choosing to do a PowerPoint for the class on a particular subject of interest
7. Choosing what assignment the class does for homework
8. Designing theme for school dance, ice cream social, game night
9. Dress as the school mascot during a game
10. Earning the chance to be the water/towel person at a sporting event
11. Earning the chance to do stagecraft for any school performance (lights, stage design, props)
12. Earning the chance to scoreboard assist at a game
13. Eating lunch with a preferred adult
14. Free entrance to a dance
15. Free entrance to a football, basketball, etc. game
16. Free library pass to research a topic of interest
17. Getting a postcard in the mail telling parents what teachers admire most about their child
18. Getting to apprentice at one of the business partners with the school (grocery store, bank, etc.) on the weekend.
19. Getting to buzz cut a design in the principal's hair (custodian's hair)
20. Getting to cut the principal's tie off (use loop to frame student's face on a bulletin board of fame)
21. Getting to duct tape the principal to the wall
22. Getting to scoop food at the cafeteria for a lunch period (social opportunity)
23. Getting to shoot a video about the school's expectations to show on CC TV
24. Hall pass to leave class 5 minutes early and go by the coldest water fountain
25. Help from an adult of choice on a class they are struggling with (Free tutoring)
26. Homework free night
27. Learning how to do something of interest on the computer (animation, graphics, CAD)
28. Learning how to play chess
29. Learning how to play sports even if they didn't make the team
30. Learning how to run the light board or sound booth for a school performance
31. Let student make a bulletin board in the front hall highlighting an event of choice
32. Make the morning announcements
33. Office aid for a period
34. Opportunity to be part of a brainstorming adult team at the school
35. Opportunity to eat lunch outdoors at a special table

36. Opportunity to eat lunch with a parent or grandparent at a special table
37. Opportunity to introduce the players over the PA during a home game
38. Opportunity to shadow business owner for a day- credit for writing about the experience
39. Opportunity to shadow the principal for an hour or the day
40. Opportunity to take care of lab animals in Science class
41. Opportunity to wear jeans instead of school uniform for a day
42. Principal grills hotdogs for students who have 0 tardies in the month & this student helps
43. Privilege of leaving book in class overnight instead of having to lug to locker
44. Privilege of seeing embarrassing photo of adult that no one else sees (Senior Portrait)
45. Reserved seating at a school play for student and five friends
46. Send home a postcard about positive things the student has done this week
47. Serve as a student ambassador if visitors come to the school
48. Serving as a “page” for a local politician for the day
49. Serving as a door greeter for a parent night at school with a badge of honor to wear
50. Singing karaoke during lunch (approved songs)
51. Sit at score table in basketball game
52. Sit in score box at a football game
53. Sitting in the teacher’s chair for the period
54. Special parking preference for a day
55. Special recognition at any school event- Guest DJ one song at dance etc.
56. Special seating at lunch table with friends
57. Student gets to pick which problem the teacher will make a freebie answer on homework
58. Student plans spirit week activity for one of the days (hat day, sunglasses etc.)
59. Teacher aid for special needs classroom
60. Teaching special needs student how to play a game

35 Free or Inexpensive Rewards for Adults in the Building

1. Adult gets to pick what the topic for a faculty meeting is going to be
2. Adult gets to rent the principal's chair for the day
3. At Family Math Night all the adults are highlighted in a video montage
4. Bulletin board highlighting staff of the day showing treasures provided by their family (surprise) If you have about 90 staff members one every other day would work
5. Dim the lights in the staff lounge and get a volunteer masseuse to come provide 5 minute neck rubs during planning periods- Play restful music
6. Donut day- These donuts are in honor of Peggy's contribution to the PTO
7. During morning announcements highlight something that an adult in the building did and tell why
8. Duty free lunch period
9. Find a beauty school and get someone to volunteer to come in and do 5 minute manicures
10. Flowers on the desk from someone's garden (with permission)
11. Get a donation of a shopping cart to keep at the school for adults bringing in huge loads of supplies
12. Golden plunger award from custodian for classroom that was the cleanest
13. Golden spatula award from cafeteria staff for most polite class of the week
14. GOOSE- Get Out Of School Early- No staying for the 30 after
15. Have the principal make up a rap song about being cool in school and perform it on the CCTV for the school- Staff of the Day get to be background dancers
16. Limo ride to school and home for staff of the day- This sounds weird but funeral parlors will sometimes provide this service for free if they aren't using the cars that day- Don't Tell rule applies
17. Mini-fridge for a week in the adults' office area filled with his or her favorite drink
18. Once a month host an ice cream social with a "sister"- "brother" school. Alternate schools each month and let teachers tour getting ideas from each other on lesson plans, bulletin boards, etc. I Spy something great I'd like to duplicate
19. Permission to leave the building at lunch time for lunch off campus
20. Plan a big faculty meeting or inservice at someone's house – with a pool and a grill instead of sitting on the little dot seats in the cafeteria
21. Principal and staff member trade jobs for a day
22. Postcard sent home detailing something admired in the adult
23. Preferred parking space
24. Principal institutes a pineapple upside down day- Everyone comes in and is assigned a different job for half a day- Everyone has to have their job description or lesson plans written down step by step
25. Principal kidnaps a class after PE or recess and take them somewhere else. Send a messenger to the teacher telling him or her to put their feet up for 20 minutes. Teach a lesson to the class on something of interest to you- American History- Art etc.
26. Principal leaves love notes on adults' desks – not the 6:00 news kind- the kudos kind
27. Principal takes over morning or afternoon duty for an adult in the building
28. Principal writes lesson plans for teacher for one period
29. PTO designs 4 strokes for every poke lanyard for all adults in the building
30. PTO takes turns baking a casserole once a week for an adult "gotcha" receiver
31. Scrape ice off windshield of Staff of the Day's car
32. Sneak into the school over the weekend and write a note on each classroom white board telling them to "Have a Great Week"
33. Special table outdoors for teachers to enjoy sunshine during lunch
34. Surprise an adult in the building by letting two or three students wash their car- be careful on this one though- There are also services that come on sight and wash cars for a fee- possibly PTO could sponsor
35. Valet parking for a day



Documentation Project

Referral Form Examples

Version 4.0
June 1, 2006

Anne W. Todd & Rob H. Horner

Intended Audience

Referral form examples are for School Administrators, school teams and SWIS Facilitators to use as a guide for developing an office discipline referral form.

Description

The three available referral form examples are each compatible with SWIS. Each example is formatted differently, in size of paper, actual categories on the form, and the order of the information to be recorded.

Example A

SWIS™ OFFICE DISCIPLINE REFERRAL FORM

Student(s) _____ **Referring Staff** _____ **Grade Level** _____ **Date** _____ **Time** _____

Location

- | | | | |
|--|--|---|--------------------------------------|
| <input type="checkbox"/> Classroom | <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Bus loading zone | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Playground | <input type="checkbox"/> Bathroom/restroom | <input type="checkbox"/> Parking lot | |
| <input type="checkbox"/> Commons/common area | <input type="checkbox"/> Gym | <input type="checkbox"/> On bus | |
| <input type="checkbox"/> Hallway/ breezeway | <input type="checkbox"/> Library | <input type="checkbox"/> Special event/assembly/ field trip | |

Problem Behaviors (check the most intrusive)

MINOR

- Inappropriate lang.
- Physical contact
- Defiance/disrespect/ non-compliance
- Disruption
- Dress Code
- Technology violation
- Property misuse
- Tardy
- Other _____

MAJOR

- Abusive lang./ inapprop. lang
- Fighting/ physical aggression
- Defiance/disrespect/insubordination/non-compliant
- Harassment/ tease/ taunt
- Disruption
- Inappropriate Display of Affection
- Technology Violation
- Tardy

- Skip class/ truancy
- Vandalism
- Forgery/ theft
- Property damage
- Dress code violation
- Bomb threat
- Lying/cheating
- Arson
- Tobacco
- Weapons
- Alcohol/drugs
- Other _____
- Combustibles
- Off School Location

Possible Motivation

- | | | |
|---|---|--------------------------------------|
| <input type="checkbox"/> Obtain peer attention | <input type="checkbox"/> Avoid tasks/activities | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> Obtain adult attention | <input type="checkbox"/> Avoid peer(s) | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Obtain items/ activities | <input type="checkbox"/> Avoid adult(s) | |

Others Involved

- None Peers Staff Teacher Substitute Unknown Other _____

Administrative Decision

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Time in office | <input type="checkbox"/> Detention | <input type="checkbox"/> Saturday School | <input type="checkbox"/> In-school suspension |
| <input type="checkbox"/> Loss of privilege | <input type="checkbox"/> Parent contact | <input type="checkbox"/> Individualized instruction | <input type="checkbox"/> Out-of-school suspension |
| <input type="checkbox"/> Conference with student | <input type="checkbox"/> Other _____ | | |

Comments:

Example B

Office Referral Form

Name: _____ **Location**
Date: _____ **Time:** _____ Playground Library
Teacher: _____ Cafeteria Bathroom
Grade: K 1 2 3 4 5 6 7 8 Hallway Arrival/Dismissal
Referring Staff: _____ Classroom Other _____

Minor Problem Behavior	Major Problem Behavior	Possible Motivation
<input type="checkbox"/> Inappropriate language <input type="checkbox"/> Physical contact <input type="checkbox"/> Defiance <input type="checkbox"/> Disruption <input type="checkbox"/> Dress Code <input type="checkbox"/> Property misuse <input type="checkbox"/> Tardy <input type="checkbox"/> Electronic Violation <input type="checkbox"/> Other _____	<input type="checkbox"/> Abusive language <input type="checkbox"/> Fighting/ Physical aggression <input type="checkbox"/> Overt Defiance <input type="checkbox"/> Harassment/Bullying <input type="checkbox"/> Dress Code <input type="checkbox"/> Tardy <input type="checkbox"/> Inappropriate Display Aff. <input type="checkbox"/> Electronic Violation <input type="checkbox"/> Lying/ Cheating <input type="checkbox"/> Skipping class <input type="checkbox"/> Other _____	<input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain items/activities <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid task or activity <input type="checkbox"/> Don't know <input type="checkbox"/> Other _____
Administrative Decision		
<input type="checkbox"/> Loss of privilege <input type="checkbox"/> Time in office <input type="checkbox"/> Conference with student <input type="checkbox"/> Parent Contact	<input type="checkbox"/> Individualized instruction <input type="checkbox"/> In-school suspension (____ hours/ days) <input type="checkbox"/> Out of school suspension (____ days) <input type="checkbox"/> Other _____	

Others involved in incident: None Peers Staff Teacher Substitute
 Unknown Other

Other comments:

I need to talk to the students' teacher I need to talk to the administrator

Parent Signature: _____ **Date:** _____

All minors are filed with classroom teacher. Three minors equal a major.
 All majors require administrator consequence, parent contact, and signature.

Example C

Office Discipline Referral Form

Name: _____ Grade: _____ Date: _____

Referring Person: _____ Time: _____

Others involved: no one peers teacher staff substitute unknown

Issue of Concern Location Possible Motivation

Major Problem Behaviors

- | | | |
|--|--|--|
| <input type="checkbox"/> abusive lang | <input type="checkbox"/> playground | <input type="checkbox"/> Attention from peer(s) |
| <input type="checkbox"/> fighting/physical agg | <input type="checkbox"/> cafeteria | <input type="checkbox"/> Attention from adult(s) |
| <input type="checkbox"/> harassment | <input type="checkbox"/> passing area | <input type="checkbox"/> Avoid peer(s) |
| <input type="checkbox"/> overt defiance | <input type="checkbox"/> bathroom | <input type="checkbox"/> Avoid adult(s) |
| <input type="checkbox"/> tardy | <input type="checkbox"/> parking lot | <input type="checkbox"/> Avoid work |
| <input type="checkbox"/> dress code | <input type="checkbox"/> classroom | <input type="checkbox"/> Obtain item(s) |
| <input type="checkbox"/> electronic violation | <input type="checkbox"/> restricted area | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> other _____ | <input type="checkbox"/> special event | <input type="checkbox"/> Don't know |

Minor Problem Behaviors common area _____

- in appropriate. lang other _____
- disruption
- property misuse
- non-compliance
- tardy
- other _____

What happened? _____

Consequences

- lose recess lose other privilege _____
- conference in-school suspension
- parent contact out-of-school suspension
- follow up agreement

Follow up Agreement

Name: _____ Date: _____

- What rule(s) did you break? (Circle)

Be Safe	Be Respectful	Be Responsible
----------------	----------------------	-----------------------
- What did you want?

<input type="checkbox"/> I wanted attention from others	<input type="checkbox"/> I wanted to be in control of the situation
<input type="checkbox"/> I wanted to challenge adult(s)	<input type="checkbox"/> I wanted to avoid doing my work
<input type="checkbox"/> I wanted to be sent home	<input type="checkbox"/> I wanted revenge
<input type="checkbox"/> I wanted to cause problems because I feel miserable inside	
<input type="checkbox"/> I wanted to cause others problems because they don't like me	
<input type="checkbox"/> I wanted _____	
- Did you get what you wanted? yes no
- What will you do differently next time?

I will be _____ by _____
- Student signature: _____
- Adult signature(s): _____

Glossary

MTSS: A framework and proactive model for continuous improvement to meet all students where they need support. It is not a curriculum or program. The framework includes provisions for academic, social-emotional learning, and behavioral support for students.

PBIS: Positive Behavioral Interventions and Supports is a framework or approach for assisting school personnel in adopting and organizing evidence based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

Progress monitoring: Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. In progress monitoring, attention should focus on fidelity of implementation and selection of evidence-based tools, with consideration for cultural and linguistic responsiveness and recognition of student strengths. (American Institutes for Research, 2017, rti4success.org)

Restorative Justice: Restorative justice is a revolutionary program based on respect, responsibility, relationship-building and relationship-repairing. It focuses on mediation and agreement rather than punishment. It aims to keep kids in school and to create a safe environment where learning can flourish. And it appears to be working incredibly well. (<https://www.weareteachers.com/restorative-justice-a-different-approach-to-discipline/>)

Restorative Practices: Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. Restorative practices allow individuals who may have committed harm to take full responsibility for their behavior by addressing the individual(s) affected by the behavior. Taking responsibility requires understanding how the behavior affected others, acknowledging that the behavior was harmful to others, taking action to repair the harm, and making changes necessary to avoid such behavior in the future. (www.otlcampaign.org/restorative-practices)

School-to-Prison Pipeline: a well documented, social phenomenon in which students in poverty, students of color, foster youth, LGBTQ+, and students with disabilities and special needs disproportionately end up in the criminal justice system and ultimately, prison. (CTA Organizational Handbook)

Social-Emotional Learning: Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (CASEL, 2017)

Trauma-Informed Practices: In a trauma-informed school, the adults in the school community are prepared to recognize and respond to those who have been impacted by traumatic stress. Those adults include administrators, teachers, staff, parents, and law enforcement. In addition, students are provided with clear expectations and communication strategies to guide them through stressful situations. The goal is to not only provide tools to cope with extreme situations but to create an underlying culture of respect and support. (Treatment and Services Adaption Center,2017,traumainformedschools.org)

Universal Design for Learning: an educational framework based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments that can accommodate individual learning differences.