School Profile

Instructional Discipline: A Self-Assessment

Directions: Respond to each numbered statement below by indicating whether the products or behaviors described are in place–"YES," "PARTIALLY" in place, or not in place–"NO"– in your school.

✔ *1. Positive and Proactive Philosophy*

Rationale: Some educators still believe that students would behave if we could just find a "bigger club," yet studies identify punishment as one of the least effective approaches. Historically schools have spent too much time trying to eliminate behaviors of concern rather than to accelerate desirable behaviors. Punishment focuses on what not to do and does not teach the child alternative successful ways to behave. Merely telling students that they are wrong and punishing them does not help them learn to do right. Effective schools realize that it is far easier and better to build adaptive behaviors through proactive instructional approaches than to try to decrease maladaptive behaviors through punishment. Effective schools commit this positive and proactive philosophy of discipline to writing in the form of a mission, vision and beliefs.

Sample Indicators:

✔ Philosophy, beliefs, vision and mission written in discipline procedures manual

✔ Clarity of staff articulation of discipline philosophy

✔ Positive references by staff

✔ Positive focus evidenced in interactions between staff and students

✔ Discipline philosophy is shared with others (parents, community, new staff, etc.) via newsletters, brochures, inservices, procedure manuals, etc.

Yes Partially No

☐ ☐ ☐ 1. In our school, we have a shared mission, beliefs, and philosophy of discipline that reflect a positive and proactive approach, which is in writing and included in our discipline policy or school handbook.

☐ ☐ ☐ 2. In our school, we continually communicate beliefs to others (parents, community, new staff, etc.) and those beliefs guide related school decisions.

☐ ☐ ☐ 3. In our school, staff behavior is congruent with this positive and proactive approach to discipline.

✔ *2. Ongoing School Improvement*

Rationale: Discipline is a *process,* not a product–a process of developing and gaining consensus on beliefs, expectations ,and procedures, not just the completion of a written policy. Full staff involvement in the process is crucial. A well-written discipline plan developed and accepted only by a few and therefore poorly implemented accomplishes very little, while a plan that is developed, supported and fully implemented by *all* results in significant change. Similarly, effective schoolwide discipline will live or die by the vision, commitment, and amount of personal attention received from the administrator. Finally, discipline is not a one time or ad hoc committee responsibility. Effective schools ensure that their discipline plan is continually evolving and arrange for routine review and renewal through data gathering, policy revision, and training of new staff. Practices are upheld through staff supervision and practices are incorporated into teacher evaluation.

Sample Indicators:
- ✔ Committee or leadership team meets regularly
- ✔ Administrator closely involved, provides staff supervision
- ✔ Full staff involvement in work group development activities
- ✔ Consensus procedures clear
- ✔ Staff meetings/teaming structures used to share, discuss, problem-solve, coach, etc.
- ✔ Training activities or inservices scheduled regularly
- ✔ Discipline data collected, analyzed and shared regularly

Yes Partially No

☐ ☐ ☐ 4. In our school, we have an ongoing committee or leadership team responsible for guiding our discipline efforts.

☐ ☐ ☐ 5. In our school, the process for review or development of discipline procedures involves all staff, includes gaining consensus, and keeps everyone well informed.

☐ ☐ ☐ 6. In our school, sufficient training has occurred to ensure that staff have the knowledge and skills needed to implement the school-wide discipline plan.

☐ ☐ ☐ 7. In our school, we have ways to sustain staff efforts (frequent opportunities for sharing or discussion at staff meetings, consultation, peer coaching, feedback on results, etc.). Staff are regularly recognized for their contributions to schoolwide discipline.

☐ ☐ ☐ 8. In our school, outcomes are monitored through data collection (office referral patterns, common area observations, surveys, etc.) and results are regularly shared with all staff.

☐ ☐ ☐ 9. In our school, assistance is provided to staff needing help in implementing instructional discipline approaches. Plans are made to work with resistant staff.

✔ *3. Clear Expectations*

Rationale: Successful schools have expectations that everyone will succeed both academically and behaviorally. Schools who set and communicate high expectations obtain better behavior from their students than schools who have low expectations. Although these expectations may vary from school to school, we do not find effectively managed schools and classrooms operating without them. The well-disciplined school is guided by a vision of the socially competent student communicated through a behavioral curriculum. A behavioral curriculum limits inconsistent reactions by staff to student misbehavior and allows staff to maintain low tolerances and be proactive, focusing on teaching and catching students behaving responsibly. A comprehensive behavioral curriculum begins with statements of values or guiding principles, then further extends these principles into social skills and specific common area and classroom procedures or expectations.

Sample Indicators:

✔ Values or guiding principles (*Guidelines for Success*) have been clarified and posted

✔ Staff and students know guiding principles

✔ Expectations for all common areas are complete and in writing

✔ Staff and students know common area expectations

✔ Teachers have clarified procedures or routines for their classroom; procedures are posted and frequently referenced

✔ Evidence of other behavioral curriculums (e.g., social skills posters, anger control strategies, problem solving, conflict management processes, etc.)

Yes Partially No

☐ ☐ ☐ 10. In our school, we have guidelines for success that define our vision of the "successful student."

☐ ☐ ☐ 11. In our school, we have a social skills curriculum that more specifically defines our guidelines for success.

☐ ☐ ☐ 12. In our school, we have clearly defined student expectations for each of our building's common areas (hallways, cafeteria, before & after school, recess/breaks, etc.).

☐ ☐ ☐ 13. In our school, each teacher has clarified procedures for success in their classroom.

☐ ☐ ☐ 14. In our school, we have activities (bulletin boards, newsletters, open house, etc.) to continually review our behavioral expectations with students and parents.

☐ ☐ ☐ 15. In our school, we have identified other curricula (conflict resolution, problem solving, anger control, etc.) as necessary to help all students achieve social competence.

✔ *4. Teaching Responsible Behavior*

Rationale: Post-school success is linked to social competence. Yet many students today have a limited repertoire of acceptable social behaviors. Because of societal changes, discipline problems are more likely caused by *skill* deficits than *performance* deficits. Therefore a systematic approach to teaching responsible behavior using such procedures as direct instruction, modeling, practice and feedback must be a routine part of the school curriculum. At the beginning of the school year and as necessary throughout the year, students should be taught how to behave responsibly in each school setting. Research shows that effective teachers spend approximately one-third of their time during the first days or weeks of the new school year teaching their expectations, and frequently review or remind students of their expectations all year long.

Sample Indicators:

✔ Annual plan for teaching the behavioral curriculum

✔ Behavioral curriculum posted

✔ Teachers and students know expectations

✔ Student behavior is congruent with expectations

✔ Teachers reference prior teaching of expectations (use prompts to remind students of expectations) during instruction

✔ Other evidence of related instructional activities (student artwork or compositions, bulletin boards, incentive systems, etc.

✔ Teachers correct and reinforce behavior previously taught

Yes Partially No

☐ ☐ ☐ 16. In our school, we have an annual plan for teaching our behavioral curriculum (guidelines for success, social skills, common area expectations, and classroom procedures) to all students.

☐ ☐ ☐ 17. In our school, we have special activities or events (assemblies, contests, skill of the week, etc.) to ensure building-wide involvement in teaching responsible behavior.

☐ ☐ ☐ 18. In our school, all staff (including specialists and support staff) actively teach our behavioral curriculum to students.

☐ ☐ ☐ 19. In our school, staff regularly use individual teaching and preventive prompts to review expectations and social skills with students in an ongoing way.

☐ ☐ ☐ 20. In our school, we have orientation procedures for introducing our behavioral expectations to new students.

✔ *5. High Staff Visibility and Supervision*

Rationale: Madeline Hunter is remembered to say, "You must *INspect* what you *EXpect."* Her assertion reflects an often-overlooked yet critical element of schoolwide discipline–*supervision.* No matter how thoroughly student expectations are defined and taught, if staff are not visible in all areas of the building, interacting with students and watching for responsible behaviors, students are not likely to consistently behave in accordance with those expectations. Well-disciplined schools thoughtfully attend to the supervision of students, using this time to interact positively, provide a model of appropriate behavior, clarify tolerance levels, and build relationships with students. An effective schoolwide discipline plan addresses staff expectations for high visibility and supervision of students in all common areas and activities.

Sample Indicators:

✔ A written supervision plan for common areas

✔ Staff highly visible in common areas of building

✔ Teachers are available during student arrivals and departures

✔ Staff greet and interact positively with students during non-class times of day

✔ Teachers continuously scan students in classrooms and move about to provide direct supervision

Yes Partially No

☐ ☐ ☐ 21. In our school, we have determined the supervision needs for each of our building's common areas and have specific staff supervision assignments that ensure high staff visibility.

☐ ☐ ☐ 22. In our school, staff responsibilities during supervision are clearly described in writing for each common area.

☐ ☐ ☐ 23. In our school, staff honor their supervision responsibilities and consistently uphold the common area expectations with students.

☐ ☐ ☐ 24. In our school, staff are highly visible and positively interact with students throughout our building.

✔ *6. Feedback–Encouraging & Correcting Behavior*

Rationale: Staff must not only teach, model and watch for appropriate behavior, but must also provide feedback to students about their progress. Feedback allows students to see where they are in relation to expectations and increases interest and effort. Feedback capitalizes on naturally occurring opportunities to reinforce students who demonstrate responsible behavior or to provide correction to students who behave irresponsibly. It is this feedback that results in lasting behavior change. Effective feedback also communicates the teacher believes the student can succeed. At-risk students are most in need of feedback; without it they often assume their performance is unacceptable. The quality of feedback affects students' perceptions of themselves as learners. Studies show that hostile interactions create negative attitudes, lower achievement, cooperation and classroom control. Effective teachers know how to provide feedback to encourage and correct student behavior.

Sample Indicators:
- ✔ High rates of general praise and frequent specific descriptive praise
- ✔ Incentive system (schoolwide or individual class)
- ✔ Teachers move around classroom to "catch students being good"
- ✔ Teachers have menu of positive consequences to use selectively
- ✔ Low tolerances/quick responses to minor problems
- ✔ Corrective teaching used; no missed teaching opportunities
- ✔ Feedback private and respectful, ensuring student dignity
- ✔ Teachers have menu of negative consequences to use with corrective teaching

Yes Partially No

Yes	Partially	No	
☐	☐	☐	25. In our school, staff use positive feedback to inform students of their behavioral progress at a high rate (4:1).
☐	☐	☐	26. In our school, we have a building-wide incentive system to encourage students to use responsible behaviors and we use it enthusiastically and consistently.
☐	☐	☐	27. In our school, we have a menu of mild positive consequences to use selectively when encouraging individual student behavior.
☐	☐	☐	28. In our school, staff view social errors as opportunities to teach our behavioral curriculum (guidelines for success, common area expectations, social skills, etc.). When problem behaviors occur, staff calmly correct through re-teaching.
☐	☐	☐	29. In our school, staff maintain low tolerances and consistently correct students whose behavior deviates from the expectations.
☐	☐	☐	30. In our school, we have a menu of mild logical consequences to use in conjunction with our corrective teaching.
☐	☐	☐	31. In our school, consequences are individually selected to match student learning needs (not predetermined, used rigidly or unilaterally).
☐	☐	☐	32. In our school, feedback is done respectfully.

✔ *7. Positive Relationships and Climate*

Rationale: The quality of teacher-student relationships has great influence on the amount of productive or disruptive behavior of students. Studies have shown that students who felt liked by their teachers had more productive classroom behavior than did students whose teachers held them in lower regard. Improving interpersonal relationships has positive affects on students' attendance, participation, achievement, compliance, and self-concept. In addition, it is likely that the quality of peer-to-peer relationships experienced in the classroom dramatically influences student involvement in school and eliminates much problem behavior. Students whose interpersonal needs are met, both teacher–student and peer–peer, are more productively involved in the learning process, have greater feelings of safety, belongingness, respect for others, and self-esteem, all leading to improved behavior.

Sample Indicators:

✔ Teachers model behaviors and attitudes expected of students

✔ Use of greetings by all

✔ Staff smile, use students' names

✔ High rates of positive interactions peer to peer, adult to student, and adult to adult

✔ Students make positive comments about school and staff

✔ Teachers accept personal responsibility for student behavioral success

✔ High rate (4:1) of positive to negative statements

✔ Teachers use proximity, touch, open body position, eye contact to convey interest and caring when interacting with students

Yes Partially No

☐ ☐ ☐ 33. In our school, staff model the responsible behaviors and positive attitudes expected of students.

☐ ☐ ☐ 34. In our school, staff maintain high rates of positive interactions with their peers, students, and parents.

☐ ☐ ☐ 35. In our school, staff and students smile and greet each other.

☐ ☐ ☐ 36. In our school, staff regularly use relationship-building behaviors (smile, name, touch, eye contact, etc.) to convey interest and caring when interacting with students.

☐ ☐ ☐ 37. In our school, staff support each other and work collaboratively toward developing responsible student behavior.

✔ *8. Plans for Chronic or Disruptive Behavior*

Rationale: The commitment to teaching all students to be respectful and responsible is easily dismissed when staff are faced with chronic or intense student misbehavior. Effective teachers are calm in response to these behaviors and have carefully thought out responses that allow them to maintain their learning environment while ensuring that difficult students get the assistance they need. School-wide discipline planning must include a clarification of roles regarding disruptive students–*when* students should be referred for discipline assistance and *how* staff and administration can work collaboratively to ensure effective outcomes. Assisting students who are "out of instructional control" is a major component of an effective schoolwide discipline plan.

Sample Indicators:
- ✔ Teachers de-escalate and diffuse angry or agitated students
- ✔ Teachers are calm, quiet, and respectful with students
- ✔ Written guidelines clarify when and how to refer students to office
- ✔ Written expectations clarify staff roles in office referrals
- ✔ Teachers use discipline referrals correctly
- ✔ Teachers have a menu of interventions for serious or chronic behavior that maintains teaching focus and eliminates "push out practices"
- ✔ Low tolerances exist; staff respond to minor errors, preventing major misbehavior
- ✔ Teachers demonstrate persistence and optimism with troubled and troublesome students

Yes Partially No

☐ ☐ ☐ 38. In our school, staff model preferred adult behaviors that de-escalate and diffuse students who are angry, defensive, or non-compliant.

☐ ☐ ☐ 39. In our school, we have defined "out of instructional control" and staff clearly understand when to refer students to the office.

☐ ☐ ☐ 40. In our school, when students have a discipline referral the administrator and staff communicate with one another before and after to ensure successful interventions.

☐ ☐ ☐ 41. In our school, we have a menu of interventions (consequences) for more serious or chronic behaviors which assist students to use responsible behavior, encourage restitution, and eliminate "push out practices" (detentions, suspensions, etc.).

✔ *9. Individual Student Supports*

Rationale: When implementing proactive and positive discipline approaches, we know that the majority of students will strive to meet our expectations. However, no single set of procedures will work to help every student be responsible. Schools must design interventions for students who display more chronic or intense behaviors. We live in a culture where an education is critical to success and we must strive to keep even the most challenging students in school and teach them to be successful. Yet no individual is expected to have all the answers. Effective schools arrange for collaborative problem-solving teams that offer security and comfort to staff through their knowledge of specialized behavioral interventions necessary to address complex student problems. Similarly, it is important that schools develop collaborative relationships and procedures to readily access community agencies charged with meeting those student needs beyond the scope of the school.

Sample Indicators:
- ✔ Problem solving team available
- ✔ Expertise in interventions for serious and chronic behaviors
- ✔ Skill to develop individual behavior plans
- ✔ Crisis procedures exist
- ✔ Involvement of parents
- ✔ Collaborative arrangements with community agencies

Yes Partially No

☐ ☐ ☐ 42. In our school, highly skilled staff are available for collaboration, problem-solving and individualized intervention planning for students with chronic or severe problems. (Teacher Assistance Team, Student Assistance Team, etc.)

☐ ☐ ☐ 43. In our school, the problem-solving team has expertise in interventions for challenging students and assist in the development of an individual behavior plan.

☐ ☐ ☐ 44. In our school, careful responses to crisis or dangerous situations have been planned.

☐ ☐ ☐ 45. In our school, parents and other child-serving agencies are meaningfully involved in our efforts to best serve troubled students.

✔ *10. Involvement of Parents and Families*

Rationale: Research has shown that parents and family are critical factors in children's education, particularly for those youth who are at risk due to their behavior. Students will be more likely to behave responsibly if they know the expectations are understood and accepted by significant others such as parents and family. Parent involvement is positively related to achievement, classroom behavior, attitude toward school and learning, self-concept, attendance, homework completion, motivation and future expectations. Discipline practices are more effective when parents are involved.

Sample Indicators:
- ✔ Discipline information available for parents and community (e.g., brochures, etc.)
- ✔ Activities to share discipline information
- ✔ Discipline topics appear in newsletters, etc.
- ✔ Parents know/understand the school's discipline procedures
- ✔ Parents involved in planning regarding their child's discipline
- ✔ Parents feel as if they are listened to and their opinions are important

Yes Partially No

☐ ☐ ☐ 46. In our school, we planfully share discipline information with all parents via handbooks, newsletters, open houses, etc.

☐ ☐ ☐ 47. In our school, parents know, understand, and are generally supportive of our discipline procedures.

☐ ☐ ☐ 48. In our school, parents opinions are valued; parents are routinely involved in planning for their child's discipline.