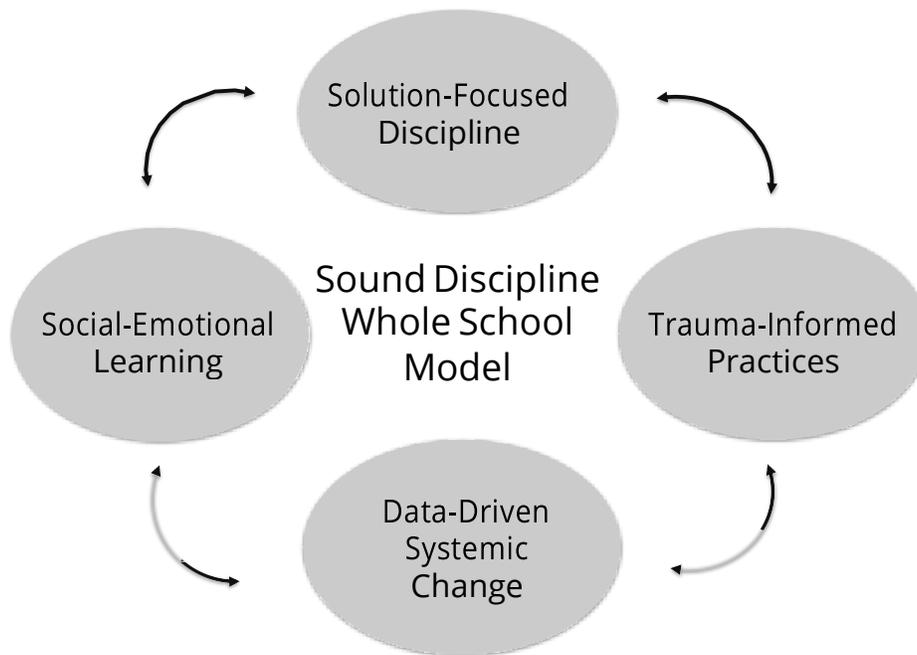




Sound Discipline  
Making Connections that Matter

# The Sound Discipline School

*Integrating solution-focused discipline, trauma-informed practices, and data-driven systemic change to build powerful learning communities in which all students have the opportunity to excel socially, emotionally and academically.*



*"We learn best from those with whom we are in caring, mutually respectful relationships that promote independence. Such supportive relationships enable students from diverse backgrounds to feel comfortable bringing their personal experiences into the classroom, discover their common humanity and feel as though they are viewed as assets to the school community."*

Learning First Alliance *Every Child Learning: Safe and Supportive Schools*

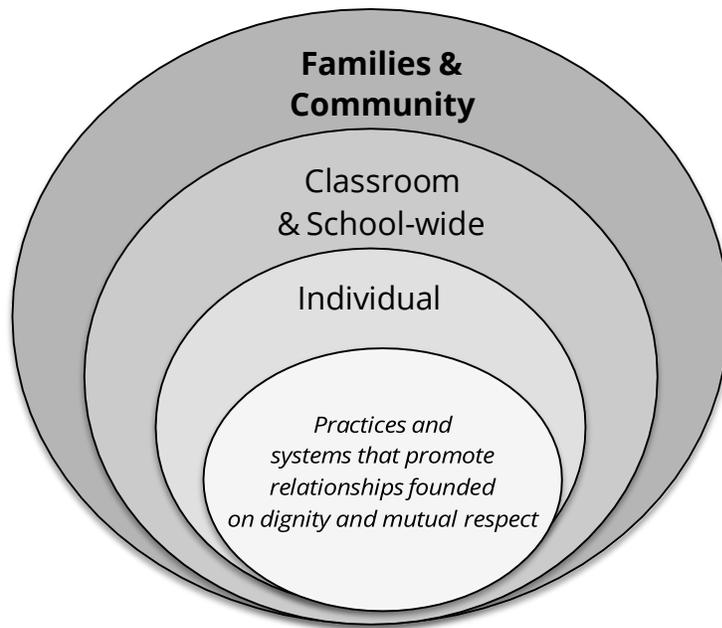
We believe that schools have a critical choice to make in how we perceive and respond to student misbehavior. When we follow familiar and traditional practice, we often act in ways that contradict our fundamental mission—to *engage each student in high levels of learning*.

## Two Opposing Schools of Thought on Human Behavior

Chart by Terry Chadsey and Jody McVittie

	<b>Dominant and Traditional Practice in American Schools</b>	<b>The Positive Discipline (Solution-Focused) Approach</b>
Theory based on:	Common practice, Pavlov, Thorndike, Skinner.	Adler, Driekurs, Dewey, Glasser, Nelsen, Lott, Dinkmeyer, Albert.
Behavior is motivated by:	People respond to rewards and punishments in their environment.	People seek a sense of belonging (connection) and significance (meaning) in their social context.
We have the most influence on the behavior of others:	At the moment of response to a specific behavior.	In an ongoing relationship founded on mutual respect.
The most powerful tools for adults are:	Control, rewards, and punishments.	Empathy, understanding the perspective of the student, collaborative problem solving, kind <i>and</i> firm follow through.
“Respect” is:	Obedience and compliance in relationships in which dignity and respect of the adult is primary.	Mutual, in relationships in which each person is equally worthy of dignity and respect.
Response to inappropriate behavior:	Censure, isolation, punishment	Naming without shaming and blaming, identifying the belief behind the behavior, focus on solutions, follow through.
Response to dangerous and destructive behavior:	Censure, isolation, punishment.	Maintaining safety for all, holding the student accountable for their action, followed, at a later time, by solution-focused planning and clear follow through that also repairs relationships.
Student learning is maximized when:	The adult has effective control over student behavior.	The student feels belonging and significance in the classroom.

# *Building effective learning communities requires respectful relationships at all levels*



## **In a Sound Discipline School...**

- ✓✓ There are systems for monitoring and learning from discipline data.
- ✓✓ Adults and students use data to improve school climate.
- ✓✓ Staff integrates knowledge of brain science in their teaching and relating to students.
- ✓✓ Every interaction in every part of the students' day is an opportunity for learning (lunch, recess, hallway).
- ✓✓ Every space and activity has intentional structures and systems to promote social learning, self-regulation and connection to the community.

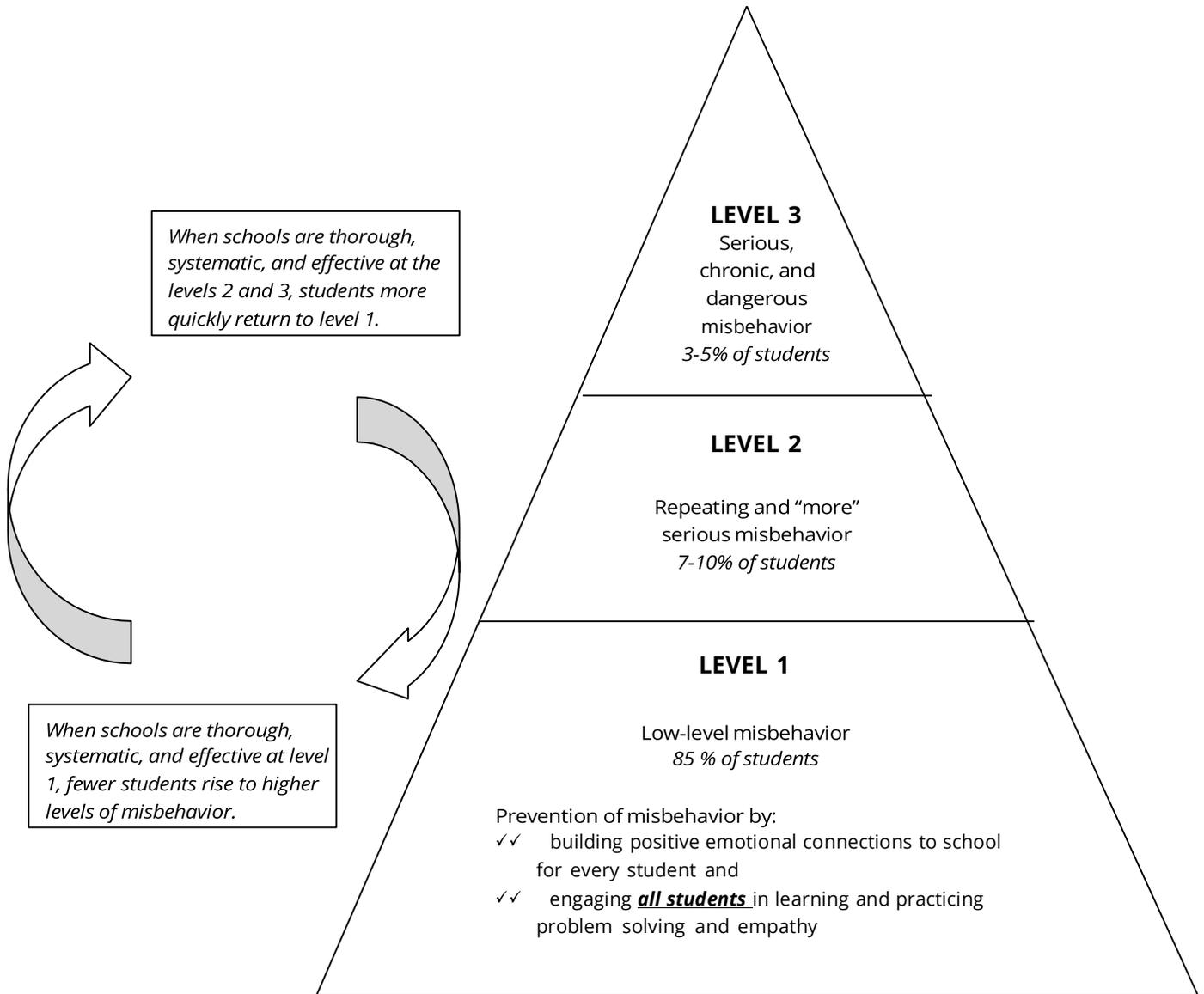
## **In a Sound Discipline School, every adult...**

- ✓✓ Understands that the quality of relationships and school climate are absolutely critical to successful student learning.
- ✓✓ Seeks to establish strong meaning and connection for students, families and staff in social and academic contexts.
- ✓✓ Implements principles of mutual respect and encouragement.
- ✓✓ Knows that students' brains differ in their capacity for self-regulation and response to stress; and has tools to help students learn these skills while maintaining the dignity of both student and adult.
- ✓✓ Focuses on long-term solutions to misbehavior at individual, class and school wide levels.
- ✓✓ Views mistakes as opportunities to learn and misbehavior as opportunities to practice critical life skills.
- ✓✓ Questions the tradition of adult control, rewards and punishment.

## **In a Sound Discipline School, every student...**

- ✓✓ Is welcomed and knows that he/she belong and that they matters.
- ✓✓ Learns and practices self-regulation, communication skills and problem solving.
- ✓✓ Is part of a community that regularly works together to solve problems.

# In a Sound Discipline School, Systems Prevention, Early Intervention and Interventions



*“Now our community of students, teachers and parents work to act in a respectful manner for a more effective academic environment. We now have the knowledge and skills to interact with each other in a way to support one other, thereby achieving a win/win situation. Before Positive Discipline at our school, respect was a word, now it is actions.”*

--Elementary principal (School population: 45% free/reduced lunch)

\*The 3-tier model is broadly used for both RTI (Response for Intervention) and MTSS (Multi-tiered System of Support) and originated from the work of Sugai et al at the University of Oregon.

Must address Three Levels of Need:  
*for Moderate and Serious Misbehavior*

Behavior	Tools
<p><b>LEVEL 3</b></p> <p>Chronic, dangerous, repeated, disruptive, unsolved</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Team assessment and problem solving using a strengths-based, trauma informed approach</li> <li><input type="checkbox"/> Systems for scaffolded interventions with follow through.</li> <li><input type="checkbox"/> Intentional relationship with key adult.</li> <li><input type="checkbox"/> Focus on building connection and encouragement.</li> <li><input type="checkbox"/> Intensive academic support</li> <li><input type="checkbox"/> Intensive building of social skills including support and training in self-regulation.</li> <li><input type="checkbox"/> Respectfully and appropriately not interfering with students experiencing the consequences of their actions.</li> <li><input type="checkbox"/> Agreements and consistent follow through</li> </ul> <p><b>...and more.</b></p>
<p><b>LEVEL 2</b></p> <p>Disruptive, hurtful, conflict-generating</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Intensive social skills building</li> <li><input type="checkbox"/> Increased academic support</li> <li><input type="checkbox"/> Problem solving to address belief behind the behavior</li> <li><input type="checkbox"/> Agreements and consistent follow through</li> <li><input type="checkbox"/> Non-punitive methods to “make amends” by contributing to the school</li> <li><input type="checkbox"/> Classroom meetings</li> </ul> <p><b>...and more</b></p>
<p><b>LEVEL 1</b></p> <p>Low-level, annoying and mildly disruptive</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Opportunities for meaningful learning and involvement of students.</li> <li><input type="checkbox"/> School-wide focus on mutual respect and responsibility</li> <li><input type="checkbox"/> School-wide focus on academics and building social skills</li> <li><input type="checkbox"/> Effective engagement of students in setting school and classroom guidelines</li> <li><input type="checkbox"/> Seeing mistakes as opportunities to learn</li> <li><input type="checkbox"/> Non-punitive responses to misbehavior</li> <li><input type="checkbox"/> Effective school-wide practice for looking at “system problems”</li> <li><input type="checkbox"/> Classroom meetings</li> <li><input type="checkbox"/> School-wide discipline data to examine patterns and develop preventive interventions.</li> </ul> <p><b>...and more</b></p>

*Research suggests that comprehensive approaches to school discipline emphasize teaching appropriate behavior (not just punishing), matching the level of intervention to the level of behavioral challenge posed by each student, and designing integrated systems that deal with a full range of discipline challenges.*

Learning First Alliance *Every Child Learning: Safe and Supportive Schools*

# A Successful Sound Discipline School

STANDARD	BEFORE Implementation	Year 1
<p><b>The school recognizes that learning occurs when the school has a simultaneous focus on school climate and academic instruction.</b></p>	<p>A focus on both academic achievement and discipline or school climate are included in the first three school-wide goals.</p>	<p>The school sets short-term benchmarks for both academic achievement and discipline/school climate.</p> <p>Establishes a representative and respected data team that meets monthly.</p> <p>Data is collected, interpreted and acted on.</p>
<p><b>The school has an intentional plan for improving and maintaining a positive school climate through:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>A collaboratively developed school vision</b></li> <li><input type="checkbox"/> <b>Equitable opportunities for all members of the diverse community</b></li> <li><input type="checkbox"/> <b>Active seeking and support of parent engagement.</b></li> </ul>	<p>The school has a vision statement.</p> <p>Parent engagement is an established goal of the school community.</p> <p>The school is intentional about including members from its diverse community.</p>	<p>If not originally or recently collaboratively established, the vision statement is reviewed /revised in an inclusive, collaborative process.</p> <p>If not already in place the school creates a plan and or working group to increase parent engagement with attention to inclusivity.</p>
<p><b>The school philosophy is explicit about respect and dignity for every member of the school community.</b></p>	<p>Discussions about school-wide discipline and school climate have included the school staff.</p> <p>Becoming a Sound Discipline school has 80% or greater staff buy-in.</p> <p>Parent/community engagement is one of school's goals.</p>	<p>Focus is on the common goals of a safe, respectful learning environment for all students.</p> <p>Professional development is provided to continue to enhance the skills of adults in the school.</p>
<p><b>Discipline expectations, policies and procedures:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>are clear and well understood by all members of the school community.</b></li> <li><input type="checkbox"/> <b>focus on teaching skills, building relationships and problem solving.</b></li> <li><input type="checkbox"/> <b>focus on repairing mistakes instead of paying for mistakes.</b></li> <li><input type="checkbox"/> <b>are founded on dignity and respect .</b></li> </ul>	<p>The school discipline manual is reviewed and a process is established for ensuring consistency with the goals and principles of Positive Discipline.</p>	<p>School discipline practices are targeted to address 3 levels:</p> <ol style="list-style-type: none"> <li>a) Prevention and social skills instruction/practice for all students</li> <li>b) Early intervention and problem solving with clear follow-through in classrooms, lunchroom, playground, office, etc.</li> <li>c) Establishment of multi-disciplinary team problem solving and management for the smaller number of chronic, challenging behaviors.</li> </ol> <p>School discipline manual is revised to be consistent with Positive Discipline as well as district policies.</p>
<p><b>The school uses trauma-informed practices.</b></p>	<p>The school staff recognize the effects of trauma on the brain and the ability to self-regulate.</p>	<p>Professional development is designed to enhance trauma informed practices so that adults have the tools to help students gain the skills they need.</p>
<p><b>The school is committed to putting “theory into practice” in a step-wise fashion.</b></p>	<p>School leadership and majority of staff commit to systematic implementation of Sound Discipline long-term.</p>	<p>By end of year class meetings occur in each classroom regularly (several times a week in elementary, at least weekly at the secondary level)</p> <p>Non-permissive, non-punitive tools become primary system for teaching appropriate social skills.</p>
<p><b>The school is committed to continuous improvement of individual actions and systems through:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Data collection</b></li> <li><input type="checkbox"/> <b>Evaluation and reflection</b></li> <li><input type="checkbox"/> <b>Data-based decision making.</b></li> </ul>	<p>Clear system in place for collecting and monitoring student behavior data.</p> <p>An inclusive discipline data team exists, meets monthly and reviews referral data each month.</p> <p>Staff time is allocated daily for entering data, so that data is current to within a week at all times.</p>	<p>Implementation of the data collection system with at least monthly meetings of data team to review progress.</p> <p>Whole school practice around discipline referrals shifts so that the purpose of referrals is for information or a request for help. Discipline referrals are no longer punitive or used as a threat for students or adults.</p> <p>The behavior support team focuses on strengths and solutions</p> <p>Use final review to create benchmarks for following year.</p>
<p><b>The school provides the resources necessary to support its intended goals.</b></p>	<p>Identify and allocate resources for 3 years. This includes time and money for training as well as time and money for information management.</p>	<p>Full staff training and follow-up (total 21 hours) for the first year. Training of staff or community person in parent education.</p>

# Requires Systematic Preparation and Implementation

Year 2	Year 3	Ongoing Follow up and Evaluation
<p>Continue setting benchmarks, collecting data, monitoring and adjusting implementation.</p> <p>Students begin to become involved in school improvement.</p>	<p>Continue setting benchmarks, collecting data, monitoring and adjusting implementation.</p> <p>Students are involved in school improvement.</p>	<p>Continue setting benchmarks, collecting data, monitoring and adjusting implementation.</p> <p>Students are involved in school improvement.</p> <p>Consider Model School status.</p>
<p>Metrics are established to evaluate putting school vision into action.</p> <p>Metrics are established to evaluate inclusivity and parent engagement.</p> <p>Bullying surveys are initiated</p>	<p>Metrics are used to evaluate putting school vision into action and improvements are made.</p> <p>Metrics are used to evaluate inclusivity and parent engagement and improvements are made.</p> <p>Results from bullying survey inform improved anti bullying practices.</p>	<p>Metrics are used to evaluate putting school vision into action and improvements are made.</p> <p>Metrics are used to evaluate inclusivity and parent engagement and improvements are made.</p> <p>Results from bullying survey inform improved anti bullying practices.</p>
<p>The parent community is invited into the discussion about the steps of changing the discipline policies.</p>	<p>Parenting education available for parents/caregivers</p> <p>Continue to assess and take steps to improve family and community engagement.</p> <p>Parent peer groups begin.</p>	<p>Parenting education available for parents/caregivers</p> <p>Continue to assess and take steps to improve family and community engagement.</p> <p>Parent peer groups in all grades.</p>
<p>Use data to review effectiveness of discipline approaches as they apply to all three levels. Get support and offer professional development as needed.</p> <p>Professional development is provided to continue to enhance the skills of adults in the school.</p>	<p>Use data to review effectiveness of discipline approaches as they apply to all three levels. Get support and offer professional development as needed.</p> <p>Professional development is provided to continue to enhance the skills of adults in the school.</p>	<p>Use data to review effectiveness of discipline approaches as they apply to all three levels. Get support and offer professional development as needed.</p>
<p>Behavior is seen and decisions are made through a trauma-informed lens.</p> <p>Professional development in trauma informed practices is continued so that adults have the tools to help students gain the skills they need.</p>	<p>Behavior is seen and decisions are made through a trauma-informed lens.</p> <p>Professional development in trauma informed practices is continued so that adults have the tools to help students gain the skills they need.</p> <p>Professional development is obtained as needed.</p>	<p>Behavior is seen and decisions are made through a trauma-informed lens.</p> <p>Professional development in trauma informed practices is continued so that adults have the tools to help students gain the skills they need.</p> <p>Professional development is obtained as needed.</p>
<p>Regular student led classroom meetings.</p> <p>Student government uses the class meeting process to take on real and meaningful problems.</p> <p>Regular "teachers helping teachers problem solving sessions".</p>	<p>Regular student led classroom meetings.</p> <p>Student government uses the class meeting process to take on real and meaningful problems.</p> <p>Regular "teachers helping teachers problem solving" sessions.</p>	<p>Regular student led classroom meetings.</p> <p>Student government uses the class meeting process to take on real and meaningful problems.</p> <p>Regular "teacher helping teacher" sessions.</p>
<p>Continue data collection system with monthly meetings of discipline data team.</p> <p>Team uses trauma informed practices when designing interventions.</p> <p>Behavior support team focuses on strengths and solutions.</p> <p>Use the end of year review to assess progress and to target goals for following year.</p>	<p>Continue data collection system with monthly meetings of discipline data team.</p> <p>Team uses trauma informed practices when designing interventions.</p> <p>Behavior support team focuses on strengths and solutions.</p> <p>Use the end of year review to assess progress and to target goals for following year.</p>	<p>Continue data collection system with monthly meetings of discipline data team.</p> <p>Team uses trauma informed practices when designing interventions.</p> <p>Behavior support team focuses on strengths and solutions.</p> <p>Use the end of year review to assess progress and to target goals for following year.</p>
<p>5 hours (minimum) of PD follow up.</p> <p>Training for new staff available.</p> <p>School hires parent educator to provide ongoing parent education classes.</p>	<p>5 hours (minimum) of PD follow up.</p> <p>Training for new staff available.</p>	<p>Follow up from certified trainers is available, but experienced teachers in the school now do mentoring.</p> <p>Training for new staff available.</p>

*"Instead of ignoring the problem I sat down with him and went over an exercise with him. He learned how to do it. He felt better about himself. I started to interact with him as a human being instead of a problem... He started to feel better about himself and the antagonism between us has dissipated. In just a few weeks his behavior has improved dramatically."*

High school teacher

**For additional information:**

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Sound Discipline (a 501 c3 non profit corporation): [www.SoundDiscipline.org](http://www.SoundDiscipline.org)

**Books:**

*Helping Traumatized Children Learn: Volume 1 Report and Policy Initiative; Volume 2 Creating and Advocating for Trauma Sensitive Schools.* Susan F. Cole et al. 2005. Published by Massachusetts Advocates for Children.

[www.TraumaSensitiveSchools.org](http://www.TraumaSensitiveSchools.org)

*Positive Discipline in the School and Classroom Leaders' Guide: Resources and Activities.* Teresa LaSala, Jody McVittie, Suzanne Smitha. Positive Discipline Association. 2013

*Positive Discipline in the School And Classroom Teachers' Guide: Activities for Students.*

Teresa LaSala, Jody McVittie, Suzanna Smitha. Positive Discipline Association, 2012.

*Positive Discipline: A Teachers A-Z Guide,* Jane Nelsen, Linda Escobar, Kate Ortolano, Roslyn Duffy, Deborah Owen-Sohocki. Prima Publishing 2001

*Positive Discipline in the Classroom, 4th Ed.* Jane Nelsen, Lynn Lott, Stephen Glenn. Three Rivers Press, NY 2013

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Norris, Jacqueline, "Looking at Classroom Management Through a Social and Emotional Learning Lens" *Theory into Practice*, Volume 42, Number 4, Autumn, 2003, p 315

Sugai, G, Sprague J.R, Horner, R.H., Walker, H.M. Preventing School Violence: The Use of Office Discipline Referrals to Assess and Monitor School-Wide Discipline Interventions. *Journal of Emotional and Behavioral Disorders*, Summer 2000

<http://www.sounddiscipline.org/research/>

<http://www.positivediscipline.org>

*Research also shows that building a sense of community in schools is an integral part of creating a positive learning environment. Community building begins on the first day students and teachers come together. It is here that social and emotional learning can be integrated into classroom life. Here, social emotional learning is seen not as an add-on for the teacher but the way that relationships, routines, and procedures are established so everyone feels cared for, respected, and valued.*

*Jacqueline A. Norris, "Looking at Classroom Management Through a Social and Emotional Learning Lens"*