

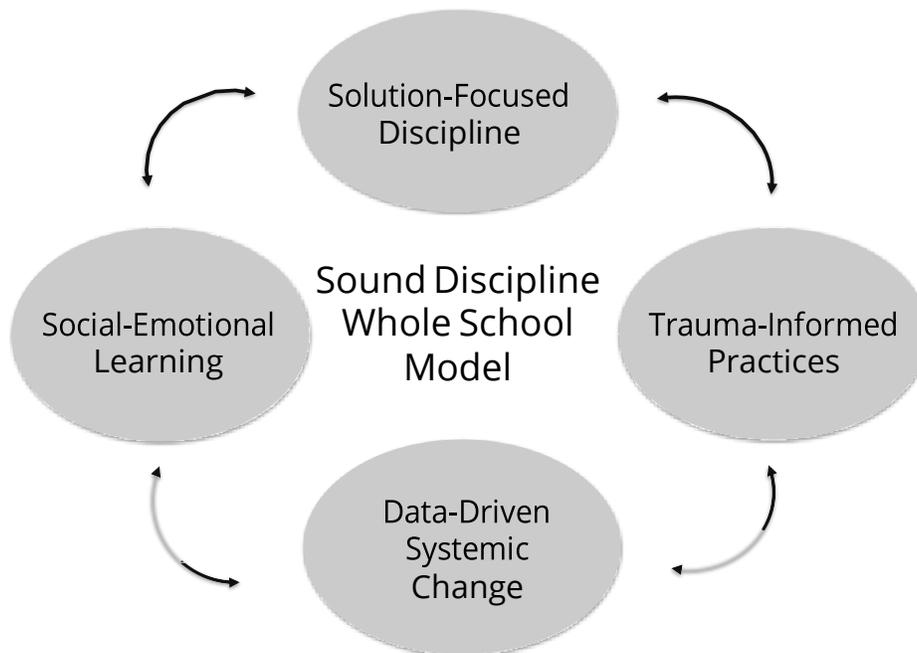


Sound Discipline

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*

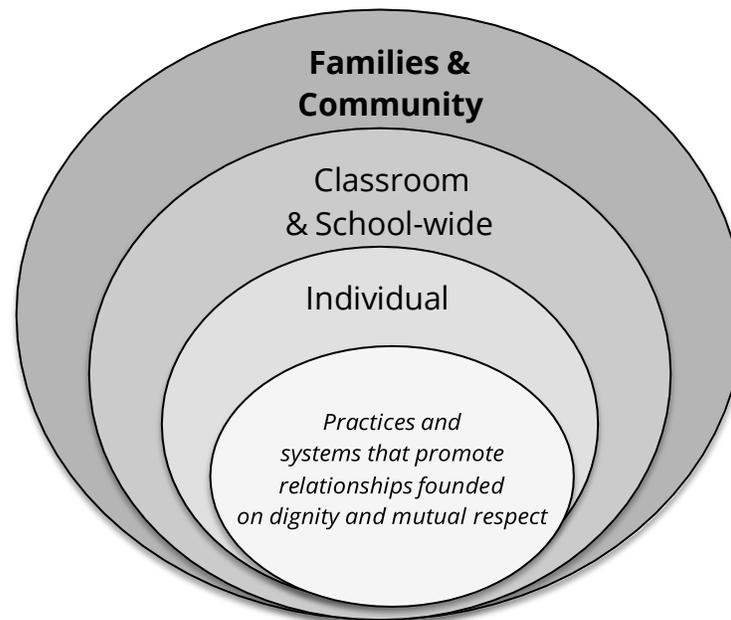
We believe that schools have a critical choice to make in how we perceive and respond to student misbehavior and that our current practices are rooted in deep traditions of inequity and racism. When we follow familiar and traditional practice, we often act in ways that contradict our fundamental mission—to *engage each student in high levels of learning and to proudly claim their own identity.*

Two Opposing Schools of Thought on Human Behavior

Chart by Terry Chadsey and Jody McVittie

	Dominant and Traditional Practice in American Schools	The Positive Discipline (Solution-Focused) Approach
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 and a repair.
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 safety, 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.
- ✓ Systems are in place for intentionally addressing inequity and racial bias.
- ✓ 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.

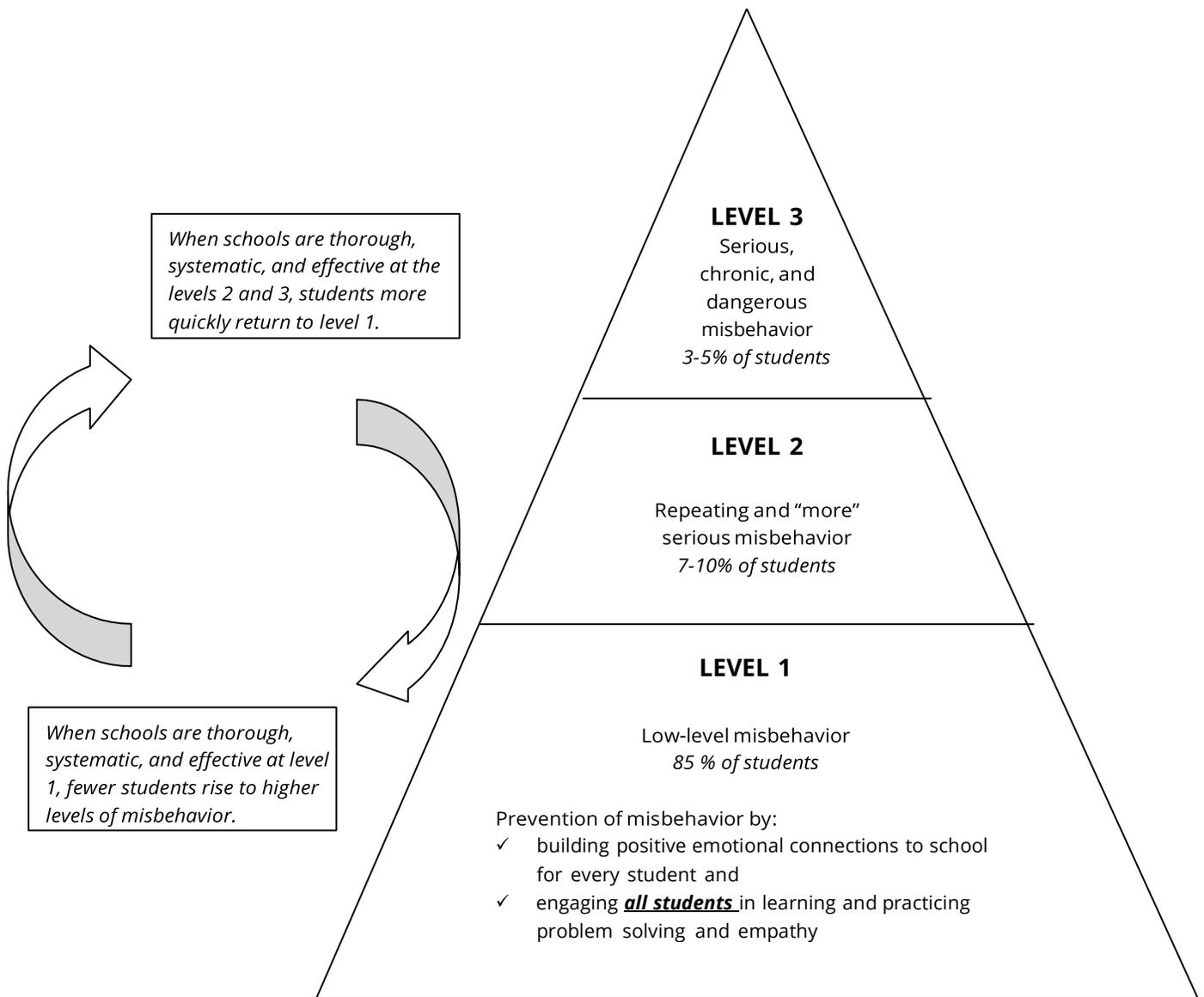
In a Sound Discipline School, every adult...

- ✓ 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.
- ✓ Is willing to have courageous conversations and address their own cultural biases.
- ✓ 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 they belong and that they matter.
- ✓ Is treated with dignity
- ✓ Has academic materials and adult role models in which they can see themselves and their culture.
- ✓ Learns and practices self-regulation, communication skills and problem solving.
- ✓ Is part of a learning 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 style="text-align: center;">LEVEL 3</p> <p style="text-align: center;">Chronic, dangerous, repeated, disruptive, unsolved</p>	<ul style="list-style-type: none"> • Team assessment and problem solving using a strengths-based, trauma informed approach • Systems for scaffolded interventions with follow through. • Intentional relationship with key adult. • Focus on building connection and encouragement. • Intensive academic support • Intensive building of social skills including support and training in self-regulation. • Respectfully and appropriately not interfering with students experiencing the consequences of their actions. • Agreements and consistent follow through <p>...and more.</p>
<p style="text-align: center;">LEVEL 2</p> <p style="text-align: center;">Disruptive, hurtful, conflict-generating</p>	<ul style="list-style-type: none"> • Intensive social skills building • Increased academic support • Problem solving to address belief behind the behavior • Agreements and consistent follow through • Non-punitive methods to “make amends” by contributing to the school • Classroom meetings <p>...and more</p>
<p style="text-align: center;">LEVEL 1</p> <p style="text-align: center;">Low-level, annoying and mildly disruptive</p>	<ul style="list-style-type: none"> • Opportunities for meaningful learning and involvement of students. • School-wide focus on mutual respect and responsibility • School-wide focus on academics and building social skills • Effective engagement of students in setting school and classroom guidelines • Seeing mistakes as opportunities to learn • Non-punitive responses to misbehavior • Effective school-wide practice for looking at “system problems” • Classroom meetings • School-wide discipline data to examine patterns and develop preventive interventions. <p>...and more</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

Transitioning to becoming a Sound Discipline School

STANDARD	BEFORE Implementation	Stage 1
<p>The school has an intentional plan for improving and <i>maintaining a positive school climate</i> through:</p> <ul style="list-style-type: none"> • a collaboratively developed school vision, • a simultaneous focus on academic and social emotional learning, • equitable opportunities for all members of the community, and • actively seeking and supporting parent partnerships. 	<p>The school has a vision statement. A focus on both academic achievement and discipline or school climate are included in the first three school-wide goals.</p> <p>Parent engagement is an established goal and the school is intentional about including members from its diverse community</p> <p>Becoming a Sound Discipline school has 80% or greater staff buy-in.</p>	<p>If not originally or recently collaboratively established, the vision statement is reviewed /revised in an inclusive, collaborative process.</p> <p>The school sets short-term benchmarks for both academic achievement and discipline/school climate.</p> <p>If not already in place the school creates a plan and or working group to build inclusive partnerships with families.</p> <p>Discussions about school-wide discipline and school climate include the school staff.</p> <p>Focus is on the goal of a safe, respectful learning environment for all students.</p>
<p>The school has an <i>intentional focus on equity</i>.</p> <ul style="list-style-type: none"> • Examines and challenges systems that perpetuate inequities including practices and biases. • Implements of culturally responsive pedagogy. • Shifts from a mindset of compliance to a focus on community. 	<p>School recognizes and acknowledges that current practices result in inequitable outcomes for their students and families.</p> <p>School is committed to creating equitable outcomes.</p> <p>The school is explicit about respect and dignity for every member of the school community.</p>	<p>School establishes the infrastructure for building adult relational trust and groundwork for courageous, anti-racist conversations.</p> <p>School begins implementation of culturally responsive academic practices (examples include reading materials, book groups, committee to explore).</p> <p>Classrooms focus on building community</p> <p>Educators focus on building relationships with and between students.</p>
<p><i>Parents/guardians are recognized as critical partners in education.</i></p> <ul style="list-style-type: none"> • Families have an integral role in creating a healthy school community. • Family input shapes school decisions. 	<p>The school recognizes the potential for robust parent partnerships and willing to acknowledge current gaps.</p>	<p>School takes steps to learning how it is perceived by the parent community (e.g. surveys, focus groups, community cafés).</p> <p>School listens to parents to identify what barriers limit partnerships and works to include the parent community in decisions.</p> <p>Educators build communications based on students' strengths</p> <p>Parenting resources are available and aligned with school SEL</p>
<p><i>Discipline expectations, policies and procedures:</i></p> <ul style="list-style-type: none"> • are clear and well understood by all members of the school community, • focus on teaching skills, building relationships and problem solving, • focus on repairing mistakes instead of paying for mistakes, and • are founded on dignity and respect. 	<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-wide desire to move to a more solution-focused and restorative practices approach to responding to inappropriate behavior.</p>	<p>Strong, consistent Tier 1 practices are established. School continues or begins targeting behavior at 3 levels.</p> <ol style="list-style-type: none"> 1) Prevention and social skills instruction/practice for all students. 2) Early intervention and problem solving with clear follow- through in classrooms, lunchroom, playground, office, etc. 3) Establishment of multi-disciplinary team problem solving and management for the smaller number of chronic, challenging behaviors. <p>School discipline manual is revised to be consistent with Positive Discipline as well as district policies.</p>
<p>The school <i>uses trauma-informed practices.</i></p> <ul style="list-style-type: none"> • Recognizes the effects of trauma on brain development. • Uses strengths-based assessments and strategies. 	<p>The school staff recognize the effects of trauma on the brain and the ability to self-regulate (adult and student).</p>	<p>Professional development is designed to enhance trauma informed practices to build adult skills.</p> <p>By understanding of brain science, the adult community recognizes that students are doing the best they can in the moment (they are not "bad" kids)</p> <p>Behavior support team focuses on supporting self-regulation and small group support for skills being learned in class</p>
<p>The school is committed to <i>putting "theory into practice" in a stepwise fashion with a focus on long-term shift in school culture.</i> This requires shifts in educator perceptions and practice.</p>	<p>School leadership and 80% of staff commit to systematic implementation of Sound Discipline for at least 3 years.</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>School makes significant steps toward using non-permissive, non-punitive tools in response to student behavior.</p> <p>Social emotional skills are taught and practiced in every classroom</p>
<p>The school is <i>committed to continuous improvement</i> of individual actions and systems through:</p> <ul style="list-style-type: none"> • data collection, • evaluation and reflection, • data-based decision making, and • uses data to address disproportionality. 	<p>System in place for collecting and monitoring student behavior data.</p> <p>Staff time is allocated daily for entering data. Data is current to within a week at all times.</p> <p>School is commits to establishing a representative discipline data team that will meet monthly.</p>	<p>Implementation of the data collection system with discussions about the integrity of the data and the purpose of referrals.</p> <p>Whole school practice around discipline referrals shifts so referrals are a tool for data gathering or a request for help. Discipline referrals are no longer punitive nor used as a threat.</p> <p>A representative and respected discipline data team meets monthly and reviews referral data each month. They become skilled at identifying patterns, proposing and supporting solutions. The team uses the final review to create bench marks for the next year.</p> <p>The behavior support team focuses on strengths and solutions</p>
<p>The school <i>provides the resources necessary to support its intended goals</i> for establishing equity and a positive, connected school community.</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 (about total 21 hours) for the first year. Training of staff or community person in parent education.</p> <p>Professional development and coaching is provided to continue to enhance the skills of all adults in the school -including classified staff.</p>

Requires Systematic Preparation and Implementation

Stage 2	Stage 3	Continuation
<p>Metrics are established to evaluate putting school vision into action. Data is collected, monitored and implementation adjusted.</p> <p>Students begin to become involved in school improvement.</p> <p>Metrics are established to evaluate inclusivity and parent engagement.</p> <p>Climate surveys are initiated.</p>	<p>Regular practice of collaboratively assessing school vision and monitoring and adjusting practices.</p> <p>Students are involved in school improvement.</p> <p>Metrics are used to assess and adapt programing to improve inclusivity and partnerships with families</p> <p>Data from climate surveys are used to identify needed adjustments to systems and where skills need to be built.</p>	<p>Continue setting benchmarks, collecting data, monitoring and adjusting implementation.</p> <p>Students are involved in school improvement.</p> <p>School identifies as a Sound Discipline school.</p> <p>Consider Demonstration School status.</p>
<p>Adults gain comfort discussing data that highlights inequities/disproportionality.</p> <p>Educators continue to grow culturally responsive practices and materials reflect the students' cultural identities</p> <p>Building classroom community is the clear expectation and there is follow through.</p> <p>Educators are skilled at building relationships with students and between students.</p> <p>Hiring practices shift so school staff better reflects student population.</p>	<p>Adults have practice of regularly recognizing and addressing their own biases and questioning and adjusting their responses.</p> <p>There is visible evidence everywhere in the school that differences are seen as assets and all families are welcome. Students see themselves and their culture in the academic materials.</p> <p>There is evidence of student ownership in classroom community and strong student voice. Students claim their cultural identity.</p> <p>Educators are skilled at building relationships with students and between students including students with challenging behaviors.</p> <p>Educators become skilled at sharing cognitive load with students.</p>	<p>Adult practice of regularly recognizing and addressing their own biases and questioning and adjusting their responses is well established.</p> <p>As barriers are removed academic and discipline disparities continue to improve.</p> <p>Students have strong relationships and claim their identities proudly.</p> <p>Make up of school staff better reflects the student population.</p>
<p>The parent community is invited into the discussion about the steps of changing the discipline policies.</p> <p>Opportunities are established for parents to partner in school decision making.</p> <p>Educators are gaining skills in building relationships with families.</p> <p>School offers opportunities to share parenting tools.</p>	<p>Parent community has regular role in school decisions.</p> <p>School continually seeks ways to strengthen school – community partnerships.</p> <p>Educators are gaining deeper understanding of the cultures of their student's families and this understanding is influencing their practice.</p> <p>Parent groups available to build skills, ideally lead by community members.</p>	<p>Parenting education available for parents/caregivers. Continued assessment and steps to improve family and community engagement.</p> <p>Parent peer groups in all grades.</p>
<p>Strong, consistent Tier 1 practices continue.</p> <p>Tier 2 and 3 practices become more firmly established.</p> <p>A strengths-based MTSS assessment and intervention system is used.</p> <p>Use data to review effectiveness of discipline approaches as they apply to all three levels including assessment and action on disproportionality.</p>	<p>Adults are less reactive and more responsive as they address inappropriate behavior.</p> <p>The increase in social skills and strength of the community results in a calmer atmosphere.</p> <p>Educators and students are able continue engaging in learning even when there are unexpected or disruptive behaviors, leaving more bandwidth for supporting the students with highest needs.</p> <p>There are ongoing data-driven adjustments and improvements.</p>	<p>Ongoing data-driven adjustments and improvements as data is used to review effectiveness of discipline approaches as they apply to all three levels.</p> <p>Restorative practices are the norm.</p>
<p>Behavior is seen and decisions are made through a trauma-informed lens.</p> <p>Adults implement SEL practices, community building and relationships in the classroom recognizing that these practices change how young brains grow and are critical for creating a trauma informed school.</p> <p>Behavior support team focuses on strengths and solutions.</p>	<p>Educators and families now see the world through a brain-science informed perspective.</p> <p>Practices are strong and consistent school-wide, in all spaces.</p> <p>There is evidence that students are competent at self-regulating, communicating their needs, problem solving and initiating repairs.</p> <p>Behavior support team leads and supports educators with strengths-based approaches to behaviors.</p>	<p>Educators, families and students are able to explain behavior through a brain science lens and use that to support each other.</p>
<p>Responses to behavior focus on repair and skill building instead of punishment</p> <p>Class meetings are often led by students</p> <p>Student government is established and uses the class meeting process to solve school problems</p>	<p>Students initiate solving problems and repair</p> <p>Adult responses to behavior focus on repair and skill building</p> <p>Class meetings are regularly led by students.</p> <p>Student government uses the class meeting process to take on real and meaningful problems.</p>	<p>Class meetings continue in all classes 3x/week (elementary) and in advisory at least once/week (secondary).</p> <p>Student government becomes an important voice in school decision making.</p>
<p>Continue data collection system and monthly meetings of discipline data team.</p> <p>Team uses trauma informed practices when designing interventions.</p> <p>Use the end of year review to assess progress and to target goals for following year.</p> <p>Whole school practice shifts so that the purpose of referrals is for information or a request for help.</p> <p>Discipline referrals are no longer punitive or used as a threat for students or adults.</p>	<p>The use of discipline data for decision making and school improvement is now part of the routine.</p> <p>Discipline data team uses trauma informed practices when designing interventions.</p> <p>The purpose of referrals is for information or a request for so that system changes can be made and opportunities for skill building are identified and are targeted where needed.</p>	<p>The data team is proficient at identifying patterns and expands to identify other areas of school improvement.</p> <p>Equity is a central focus in all aspects of school functioning (discipline, social learning, family partnerships.)</p>
<p>5 hours (min) of PD follow up for whole staff with ongoing training for classified staff.</p> <p>Initiate Teacher Helping Teacher Problem Solving Training for new staff available.</p> <p>School partners with community to provide access to parenting support/education</p>	<p>5 hours (minimum) of PD follow up for whole staff</p> <p>Teachers Helping Teachers is a monthly practice</p> <p>Training for new staff available.</p> <p>Experienced teachers in the school now serve as mentors</p> <p>School has partnered with community and parenting support/education is regularly available.</p>	<p>Continued professional development as needed, with training for all new staff.</p> <p>Resources are available for continued partnership with families and community.</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

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Books:

Culturally Responsive Teaching and the Brain. Zaretta Hammond. Corwin, Thousand Oaks, CA 2015

The Deepest Well. Nadine Burke Harris. Houghton Mifflin Harcourt. NY, NY 2018

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.
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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"