

# Student Discipline Yesterday, Today and Tomorrow

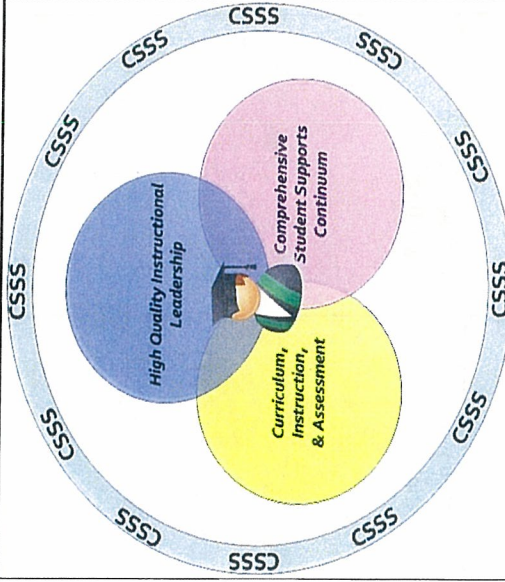
**Basic Premise: “Schools must be a safe place for children to learn.”**

	1950	1970	1980 - 1990	1990-2000's	2012 & Beyond
<b>Philosophy</b>	<ul style="list-style-type: none"> <li>▪ Corporal punishment</li> <li>▪ Public embarrassment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Out-of-school suspension</li> <li>▪ Expulsions</li> <li>▪ Apply reasonable force without subject to criminal liability</li> </ul>	<ul style="list-style-type: none"> <li>▪ In-school suspension</li> <li>▪ Zero Tolerance</li> <li>▪ Gun-Free Schools Act of 1994</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1997 – IDEA introduces positive behavioral supports and functional behavioral assessments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continuum of proactive student supports within a school's multi-tiered interventions</li> </ul>
<b>Practices</b>	<ul style="list-style-type: none"> <li>▪ Aversive consequences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reactive management practices</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reactive management practices</li> </ul>	<ul style="list-style-type: none"> <li>▪ Proactive schoolwide discipline</li> </ul>	<ul style="list-style-type: none"> <li>▪ Proactive schoolwide student behavior support systems</li> </ul>
<b>Consequences &amp; Interventions</b>	<ul style="list-style-type: none"> <li>▪ “Get tough”</li> </ul>	<ul style="list-style-type: none"> <li>▪ “Get tougher”</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increase intensity, frequency, duration of “aversive” consequences”</li> </ul>	<ul style="list-style-type: none"> <li>▪ Accommodations</li> </ul> <p><b>Chapter 19 2009 amendments</b></p> <ul style="list-style-type: none"> <li>☒ <b>Interventions to teach students appropriate behaviors must be instituted when disciplinary actions are imposed.</b></li> </ul> <p>(Section 8-19-6 (d).</p>	<ul style="list-style-type: none"> <li>▪ SMART goals</li> <li>▪ Researched-validated Interventions</li> <li>▪ Team-based data driven problem solving process</li> <li>▪ Alternatives to suspension</li> </ul>
<b>Focus</b>	<ul style="list-style-type: none"> <li>▪ “Reading and writing”</li> </ul>	<ul style="list-style-type: none"> <li>▪ “Reading and writing”</li> </ul>	<ul style="list-style-type: none"> <li>▪ “Reading and writing”</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improve literacy</li> <li>▪ Enhance character</li> <li>▪ Facilitate school-to-work transitions</li> </ul> <p><b>10 years after Columbine</b></p> <p>Little evidence for:</p> <ul style="list-style-type: none"> <li>☒ Zero Tolerance</li> <li>☒ Anti-Bullying legislation</li> <li>☒ Punitive measures</li> <li>☒ Increased security</li> </ul> <p><b>What is needed:</b></p> <ul style="list-style-type: none"> <li>☒ More comprehensive approach</li> <li>☒ Strengthening relationships</li> <li>☒ Improving positive school climate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Common Core State Standards</li> <li>▪ Enhanced Comprehensive Student Support System                             <ul style="list-style-type: none"> <li>○ High Quality Instructional Leadership</li> <li>○ Curriculum, Instruction &amp; Assessment                                     <ul style="list-style-type: none"> <li>▪ Response to Intervention</li> </ul> </li> <li>○ Comprehensive Continuum of Student Supports                                     <ul style="list-style-type: none"> <li>▪ Schoolwide Positive Behavioral Interventions &amp; Supports</li> </ul> </li> </ul> </li> </ul>

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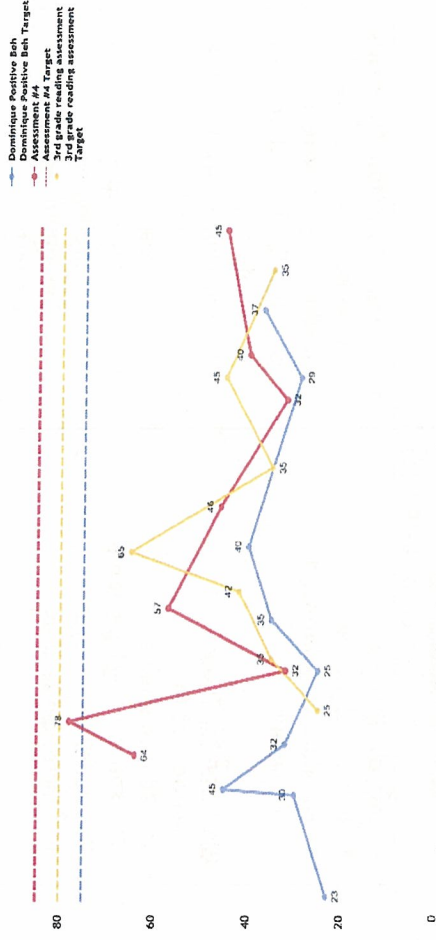
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## Enhanced CSSS

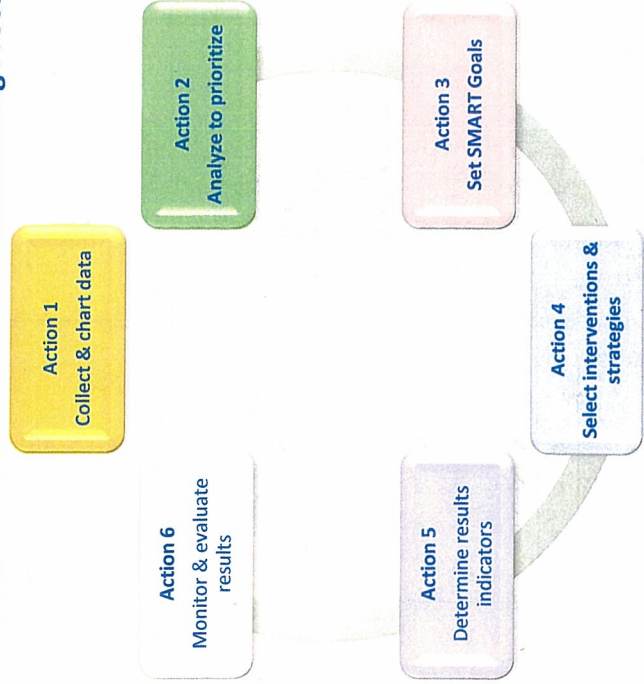


## Progress Monitoring Chart

Acad Beh Chart  
Concern: Behavioral/Emotional: Difficulty Following Rules



## Team-based Data Driven Problem Solving Process



## Early Response Model

- Ensure academic success
- Ensure minor incidents defused before escalating into more serious
- Teach appropriate alternatives to disruption & violence
- Disciplinary focus shift from reactionary to comprehensive preventive efforts
  - o Catch 'um being good
  - o 6 positives to 1 negative
  - o 80-100% of adults model appropriate schoolwide expectations
- Create more positive school climate
- Attend to early warning signs (eCSSS Early Warning System)
- Multi-tiered continuum of student behavioral supports
  - o Primary=e.g., Teaching schoolwide behavioral expectations, Active Supervision
  - o Secondary=e.g., Check-In, Check-Out system; Targeted small group social skills instruction
  - o Tertiary=e.g., Function-based support, Wraparound, Person-centered planning