Building a Better School: Creating Proactive & Preventative Systems at the School-Wide Level

Presented by Tricia McKale Skyles

Participant Name: ___________________
Date: __ / __ / __

Safe and Civil Schools
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Introduction

Session Objectives

  Identify potential gaps in school-wide policies and procedures

  Identify the critical components of a school-wide comprehensive behavior plan

  Apply the STOIC Framework to school-wide common areas, policies, and procedures

How do we identify potential gaps in school-wide policies and procedures?

Think: Write down one challenging behavior that you are facing with students in your school. Be as descriptive as possible. This can be a single challenging behavior or a set of behaviors related to a specific event (substitute teachers) or location (playground).

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Pair: Compare your description with your partners and look for similarities.

Share: Share with your home group and be prepared to share out with the larger group.
Moving away from past practice

An increase in __________________________ intensity

An overdependence on __________ - __________ authority

An overdependence on __________ and ______________________

Rules and consequences

Consequences are a necessary part of a well-run discipline plan

Chronic misbehavior should be viewed as a puzzle to be solved, not a threat to be removed

So then what?

Behavior can be changed

But by themselves, they have never worked to change the behavior of the individuals with the greatest behavioral challenges

Changing Behavior

When all staff start viewing misbehavior as a puzzle, not a threat, and staff relentlessly and collectively manipulate the STOIC pieces, it can work
What are the critical components of a school-wide comprehensive behavior plan?

Factory Model vs. Customer Service

Factory model

Customer service
How do we apply the STOIC Framework to school-wide common areas, policies, and procedures?

The STOIC Framework

There are five variables that staff can manipulate to increase the chances that students will behave in a safe and civil manner

돈 STRUC

돈 STRUCTURE/organize all school settings for success

돈 TEACH

돈 TEACH students how to behave responsibly

돈 OBSERVE

돈 OBSERVE student behavior (supervise!)

돈 INTERACT

돈 INTERACT positively with students

돈 CORRECT

돈 CORRECT irresponsible behavior fluently
<table>
<thead>
<tr>
<th><strong>Variables</strong></th>
<th><strong>Questions</strong></th>
<th><strong>Y</strong></th>
<th><strong>N</strong></th>
<th><strong>NA</strong></th>
<th><strong>Comments</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Structure/ Organize the setting for success</strong></td>
<td>1. Is the common area arranged so that supervisors can get from any part of the common area to any other part of the common area relatively efficiently?</td>
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<td>2. Can students access any materials they need efficiently (i.e., food in the cafeteria, lockers in the hallway)?</td>
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<td>3. Is there adequate time for students to use the common area (i.e., adequate time to receive lunch, adequate time to pass in the hallway)?</td>
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<td>4. Are expectations for the common area clear and posted?</td>
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<td><strong>Teach students how to behave responsibly in the common area</strong></td>
<td>1. Have lessons on expectations been created and explicitly taught for the common area?</td>
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<td>2. Is teaching and re-teaching provided as needed?</td>
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<td><strong>Observe student behavior (supervise!)</strong></td>
<td>1. Are there an adequate number of supervisors present in the common area?</td>
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<td>2. Do supervisors model friendly, respectful behavior while monitoring the common area?</td>
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<td>3. Is data collected periodically to make judgments about what is going well and what needs to be improved?</td>
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<td><strong>Interact positively with students</strong></td>
<td>1. Do supervisors interact with every student in a welcoming manner (i.e., saying hello, using students' names, talking to students at every opportunity)?</td>
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<td>2. Do supervisors provide age-appropriate, effective positive feedback?</td>
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<td>3. Do supervisors strive to interact more frequently with every student when s/he is engaged in positive behavior than when s/he is engaged in negative behavior?</td>
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<td><strong>Correct irresponsible behavior fluently</strong></td>
<td>1. Do supervisors correct consistently?</td>
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<td>2. Do supervisors correct calmly?</td>
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<td>3. Do supervisors correct immediately?</td>
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<td>4. Do supervisors keep corrections brief?</td>
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<td>5. Do supervisors correct respectfully?</td>
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<td>6. Do supervisors have a menu of responses that can be applied to a variety of infractions?</td>
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Common Areas

Defined

*A school setting or situation in which students are supervised by a variety of different staff members or by one or more paraprofessionals*

Location examples

*Hallways and restrooms*
*Cafeterias*
*Courtyards and commons*
*Playgrounds*
*Buses (loading and unloading areas)*
*Outside entry areas*
*Parking lots*
*Classrooms without dedicated supervisors*
*Front office*

Common area *situations* are dependent on circumstances more than a particular location

*Assemblies*
*Behavior with substitutes*
*Arrival*
*Dismissal*

Non-examples: Common area settings and situations under the direct and consistent supervision of a single certified staff member

*Classrooms*
*Computer labs with certified computer lab teachers*
*Library/media centers with certified library/media specialists*
School-wide policies

Defined

Any policies or procedures that students are expected to follow in all school settings

Examples

Attendance
Tardiness
Cell phones and other electronics
Dress code
ID badges
Appropriate language
Bullying and harassment

Structure

Structural and organizational variables

Enhance student productivity
Facilitate effective adult supervision
Analyze:

Physical setting and materials
Entry and exit process
Schedule
Crowding considerations
Procedures
Teach expectations

Rationale

Common Areas:

*Complex settings—students can’t be expected to intuitively know how to behave*

*Common area settings and situations are especially prone to problematic behaviors*

*Problematic student behavior in common areas tends to negatively affect classroom behavior*

School-wide Policies:

*Can be complex, idiosyncratic, and unique to each school*

*Account for a high percentage of disciplinary interactions with administrators*

*Often result in in-school suspensions, detentions, etc.*

Expectations

Do clear expectations exist for the prioritized common area? If not:

*Develop detailed written behavioral rules and procedures for the setting (avoid hidden norms)*

*Avoid situations in which students do nothing for long periods*

*Ensure that supervisors know and understand the rules and procedures*

Effective common area behavioral expectations are:

*Clear*

*Age appropriate*

*Detailed*

*Reasonable*

*Known by all staff members who supervise or may be in the setting or situation*
Observe and monitor behavior

Adequate supervision

Planning for adequate supervision:
- Number of supervisors
- Schedule for supervisors
- Placement of supervisors
- Emergency communication
- Comprehensive job descriptions
- Supervisor training

Adequate supervision

Students need to know expectations apply consistently throughout the whole school

A level of confidence increases the assumption of compliance

Supervisory Skills Checklist

Use to self-assess your strengths and any areas that need improvement

Suggestions:
- Refer to a paper copy
- Rank items on a 1–3 scale
- Do this just for yourself
- Discuss skills
- Perhaps share at least one skill in each section that you want to improve
Interact positively

*Treat people as if they were what they ought to be, and you help them become what they are capable of being.*

—Goethe

Protect, Expect, Connect

Protect Students

Expect Responsible Student Behavior

Connect With Students

Correct misbehavior fluently

Items on the Supervisory Skills Checklist that relate to correcting misbehavior:

- Item 17: *Instructional Approach*
- Item 18: *Consistency*
- Item 19: *Emotional Responses*
- Item 20: *Respect*

Use productive consequences

Menu of productive responses (mild to severe)

- Proximity Management
- Gentle Verbal Reminders
- Brief Delay
- Positive Practice
- Restitution
- Notify student’s teacher
- Stay with supervisor

- Demerits
- Timeout at place of infraction
- Timeout at a set location
- Behavior Improvement
- Form
- Referral
How do we put this all together?

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