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

Presented by Tricia McKale Skyles

Participant Name: _____

Date: __ / __ / __

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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
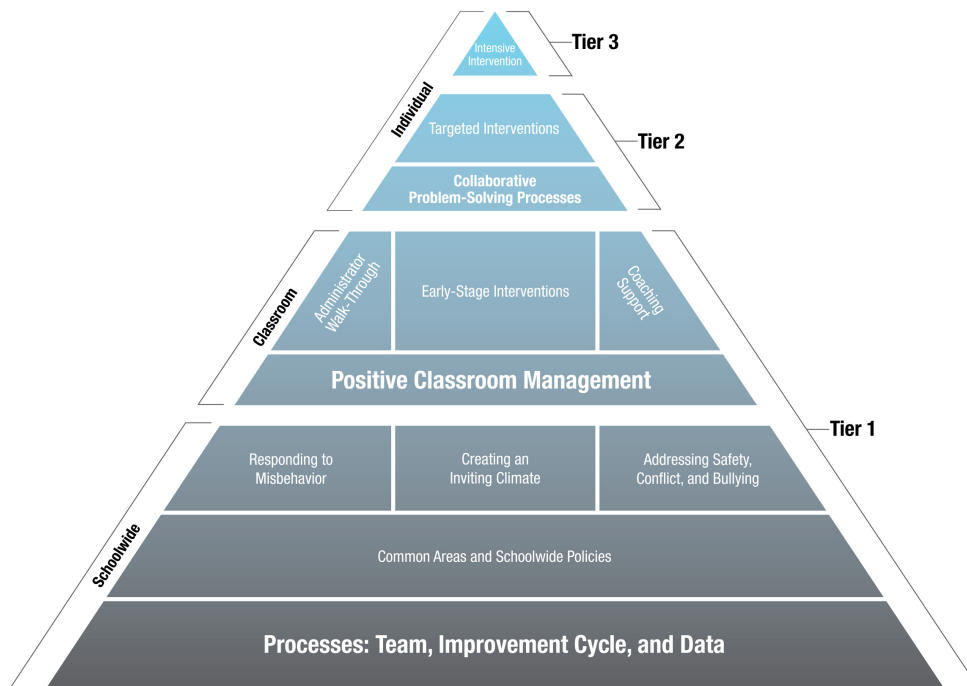
Changing Behavior

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

Foundations: Creating and Sustaining a Continuum of Behavior Support

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

STRUCTURE/organize all school settings for success

TEACH students how to behave responsibly

OBSERVE student behavior (supervise!)

INTERACT positively with students

CORRECT irresponsible behavior fluently

School-wide STOIC Checklist

School: _____   Date: ____ / ____ / ____
Common Area: _____   Time: ____ : ____ - ____ : ____

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

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	Demerits
Gentle Verbal Reminders	Timeout at place of
Brief Delay	infraction
Positive Practice	Timeout at a set location
Restitution	Behavior Improvement
Notify student's teacher	Form
Stay with supervisor	Referral

How do we put this all together?

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