



RESEARCH BRIEF

Behavior Management and Disciplinary Strategies

for Elementary Schools

District Leadership Forum

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1) Executive Overview

Key Observations

At all profiled school districts, contacts cite disproportionality in disciplinary systems as influential to their current practices. Over the past several years as disciplinary data has become easier to collect, school administrators as well as state and federal governments have noticed trends in the ways punitive, exclusionary consequences (e.g., out-of-school suspensions, expulsion) disproportionately affect youth from minority and economically underprivileged backgrounds. The group most often negatively impacted is African American males. This finding inspired several school districts, sometimes through government influence, to reexamine zero-tolerance disciplinary policies and reliance on exclusionary punishments. Coupled with the notion that students charged with out-of-school suspension (OSS) or expulsion are more likely to become repeat offenders, administrators realize that exclusionary practices have not been sufficient in solving disciplinary problems.

Profiled schools pair positive behavioral teachings and interventions with alternative disciplinary approaches (e.g., restorative justice) to establish both a proactive and reactive behavioral strategy. Contacts at **Institution E** plan to implement restorative practices in the upcoming year to complement their positive behavioral approach, Responsive Classroom (RC). Contacts explain that restorative practices naturally fit with their existing methods to both proactively teach students positive school behavior and reactively re-teach the positive behavior when circumstances arise.

Administrators often initiate new and alternative behavioral and disciplinary approaches at the district level, but allow individual schools to tailor the programs to align with school culture. Contacts at **Institution D** and **Institution C** explain that giving school administrators and teachers the autonomy to design the school's behavioral plan encourages engagement with district-wide frameworks. Administrators and teachers are able to customize plans and strategies to fit within their school's unique culture to ensure that students will be receptive and so the plan becomes something that truly has an impact.

Administrators at profiled schools track and communicate discipline-related data to target reoccurring problematic behaviors, and to create specific action plans to improve their existing strategies. Administrators at **Institution D** employ a full-time staff member dedicated to retrieving and reporting data related to behavior and discipline on a weekly basis. Administrators at **Institution A** also track monthly suspension data. Districts use this data to develop strategies to improve behavior in target areas and to ensure that disciplinary strategies are equitable across all groups of students.

2) Teaching Students Positive School Behavior

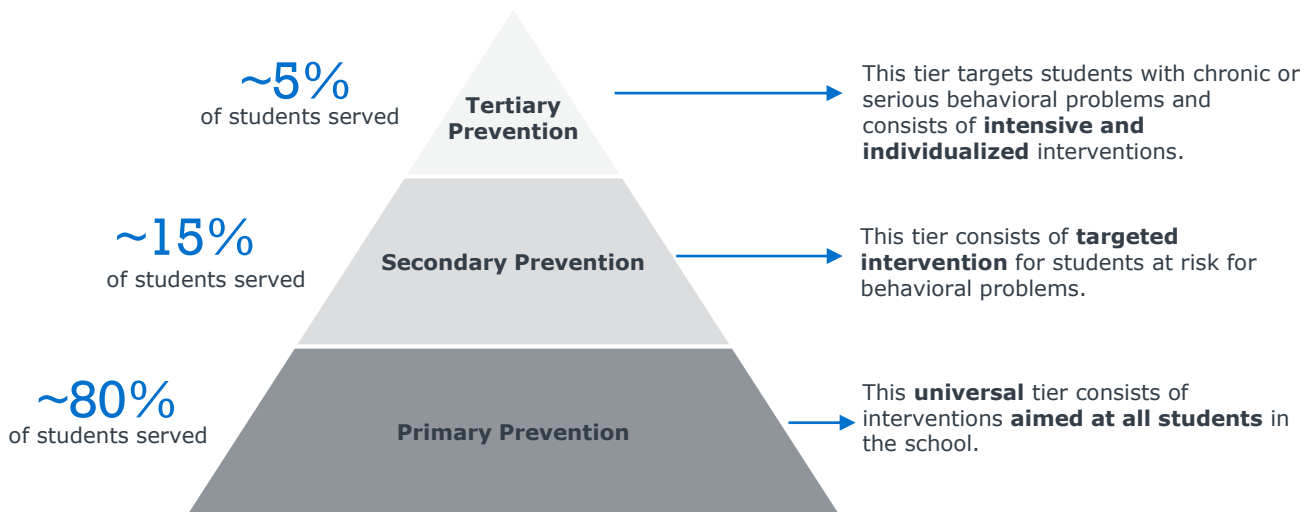
Positive Behavioral Intervention and Support

Teach and Proactively Reinforce Positive School Behavior to Students

All profiled districts use some elements of Positive Behavioral Interventions & Supports (PBIS), but **Institution D** and **Institution C** have adopted PBIS terminology and practices explicitly in their district-wide behavioral and disciplinary approaches.

PBIS is a method to support proactive behavioral strategies to teach appropriate student behavior that contributes to a school environment that facilitates social, emotional, and academic success for all students.¹ PBIS structures behavioral prevention support in three tiers aimed at students with different levels of needs. The primary prevention tier is a foundational tier that serves the majority of students. This tier also calls for the most basic interventions and can typically be adopted at the school level. The graphic below summarizes the three tiers in greater detail.

The Three Tiers of Positive Behavioral Interventions & Supports²



Institution D began implementation of PBIS this past school year by focusing only on the primary prevention tier. While administrators give each school in Institution D an opportunity to tailor PBIS to their school's culture, one mandate is that each school decides upon three to five school-wide expectations for students. One elementary school, for example, decided to implement the "Three B's," including "be safe," "be responsible," and "be respectful." Teachers review these expectations each morning during a classroom meeting with students. The students and teacher discuss the three school-wide expectations (i.e., the "Three B's") and determine what these expectations mean specifically to them as a class. Weekly, during a school-wide Monday morning meeting, students share examples of what each class has identified as positive behavior that aligns with the school's expectations.

Several of **Institution A's** elementary schools utilize PBIS to some extent. Some schools still employ a ticket system (i.e., students displaying positive behavior receive

1) "SWPBIS for Beginners." OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. Accessed June 12, 2017. <https://www.pbis.org/school/swpbis-for-beginners>.

2) "What is Tier 3 PBIS." Positive Behavioral Interventions & Supports. Accessed June 12, 2017. <https://www.pbis.org/school/tier-3-supports/what-is-tier-3-pbis>.

a ticket to exchange for an award) to reward good choices, but the majority of PBIS schools at Institution A have migrated to a more intrinsically-driven program of leadership and recognition.

Center Formal Discipline and Behavior Plans around Proactive Behavior Management

Administrators at **Institution D** use a tiered infraction model to guide disciplinary action, but administrators have discretion over which severity level on the continuum of consequences they ultimately issue. In addition, the disciplinary Student Code of Conduct incorporates

Institution D's work with PBIS by mapping infractions into the three categories of respect, responsibility, and safety. This code of conduct has been in place for about 11 years. A Student Code of Conduct Committee comprised of about 20 individuals, ranging from teachers, administrators, support staff, and sometimes students and parents, reviews and updates the code annually. Contacts note that the consequences outlined in the code of conduct do not actually deter disruptive behavior. Instead, the consequences serve as a guide when situations arise that do require consequences, but not as a method of either encouraging positive behavior or deterring disruptive behavior.

Administrators at **Institution C** call their disciplinary plan a behavior plan, and similarly to Institution D's code of conduct, structured theirs around the "Three B's" of PBIS. The language of the plan emphasizes proactive positive behavioral interventions, as opposed to disciplinary consequences. The plan includes an in-depth outline of effective classroom management strategies, progressive interventions, and discipline response levels. The behavior plan represents a shift in the district's philosophy from zero-tolerance disciplinary and exclusionary consequences to a proactive approach that focuses more on building competencies in students and staff.

Institution C utilizes one behavior plan dedicated to elementary students and another for middle and high school students. The plans include an extensive list of the rights and responsibilities of several constituencies within the school district (e.g., students, parents, teachers, administration, school board). It also emphasizes three priorities for staff, administration, and teachers, which are summarized below.

Three Priorities in *Institution C's* Behavior Plan

- 1 Teachers and staff **celebrate positive behavior** by acknowledging students who meet behavioral expectations and explain why and how they have successfully met these expectations.
- 2 Teachers are expected to **respond to negative behavior** through strategies that stop the behavior and provide students the opportunity to regain control. Teachers aim to support students in repairing harm done by behavior.
- 3 Schools systemically **collect and apply behavior data** to guide support for students and to ensure behavioral practices lead to positive and equitable outcomes.

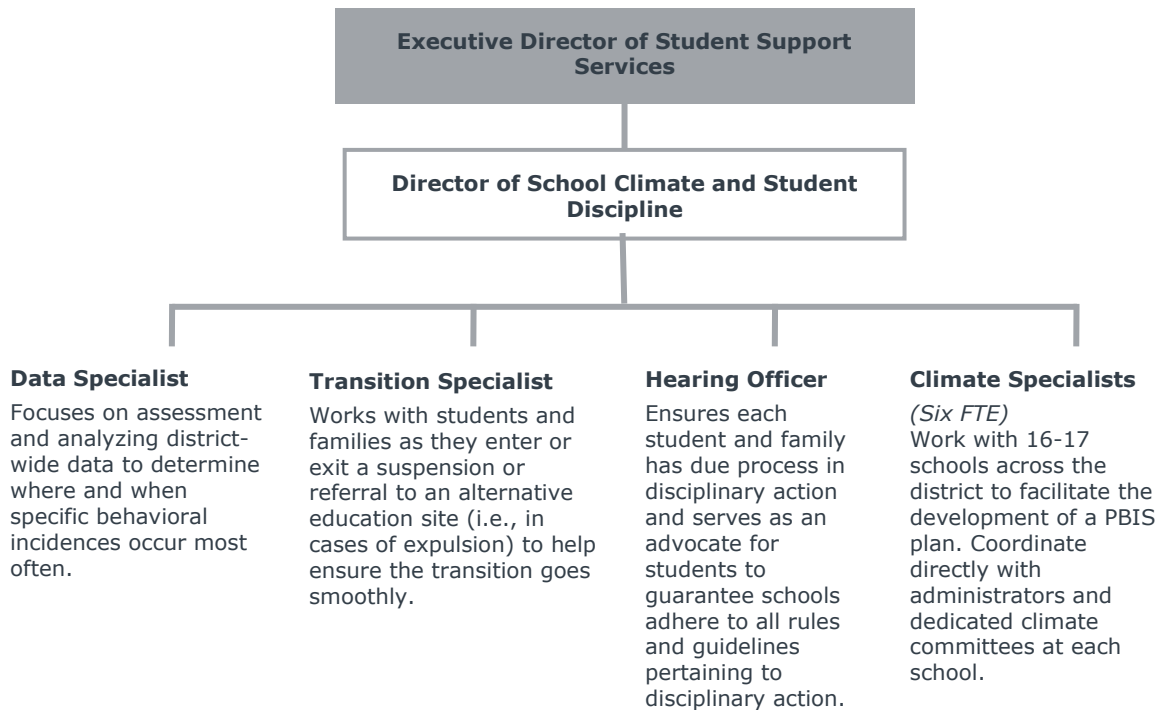
The "Caught You Being Good" Ticket

One PBIS-based practice that every **Institution D** school has implemented is called a "Caught You Being Good" ticket for when a teacher or staff member wants to acknowledge a student's particularly notable positive behavior. The ticket can be exchanged for some type of reward, which differs by school (e.g., student store credit, certificates, acknowledgement at ceremonies).

Dedicate Staff or Teacher Liaisons to Facilitate and Serve as Advocates for PBIS Efforts

With **Institution D**'s adoption of PBIS this past school year, the district developed a new department of school climate and student discipline. The department includes climate specialists assigned to a group of schools. Specialists facilitate the development of a PBIS plan for each school. Contacts note that district administrators intend for each school to tailor PBIS to fit into the existing school culture.

Organizational Structure of *Institution D*'s Department of School Climate and Student Discipline



Climate Committees at *Institution D* Lead PBIS Implementation and Related Initiatives



In addition to the new department of school climate and student discipline, administrators at **Institution D** organize climate committees at the school level. Committees include the school administrator, a teacher from each grade level, the school counselor, and volunteer parent representatives who lead the school's efforts in PBIS implementation and other climate-related initiatives.

Responsive Classroom

Responsive Classroom³ Relies on Social-Emotional Learning Ideology to Influence Positive Behavior

[Responsive Classroom](https://www.responsiveclassroom.org/) (RC) is a trademarked method to approach creating safe and positive learning communities within middle and elementary school classrooms.

Institution E adopted RC over 20 years ago. RC combines academics, community and behavioral management, and developmental awareness to facilitate the growth of

3) Responsive Classroom. Accessed June 12, 2017. <https://www.responsiveclassroom.org/>.

strong social and academic skills in students. The RC website outlines the seven guiding principles of the approach, along with several example classroom practices that align with different grade levels. The website includes both the key social competencies and academic competencies. The core of the approach focuses on the importance of academic, emotional, and social skill development being equally important to a child evolving successfully as a student. RC is closely tied to social-emotional learning approaches.

Schedule Daily RC Morning Meetings to Embed Social and Academic Learning into Classroom Culture

Teachers at **Institution E** facilitate a morning meeting that includes a message students can see as soon as they enter the classroom, so that it is one of the first messages they receive at school each day. The morning message should include an element of positivity and an academic objective (e.g., “today will be a great day, and we will be discussing multiples of 4”). Then, after morning announcements, students form a circle where they play a community-building game, formally greet each other (e.g., make eye contact, give a firm handshake), and discuss the schedule for the day. Teachers prioritize positive teacher language and redirection to avoid shaming students and instead encourage them towards displaying helpful behavior.

Individuals must complete two RC-required courses and meet vigorous application standards to become certified RC trainers. The cost of the certification is typically upwards of \$1,500.

Require Intensive Trainings for New Teachers to Learn about the Elementary School-Wide RC Approach

Each summer, administrators at **Institution E** require intensive training for new teachers from a certified RC trainer. This trainer is employed full-time by the district, but travels throughout the summer to deliver trainings nationwide. RC certification standards mandate trainers to become re-certified annually. At the district level, new teachers dedicate four full days from 8:30am-3:30pm to RC training, during which the trainer shares the foundations and practices behind RC, as well as practice scenarios with new teachers. New teachers attend five additional two-hour, after-school sessions throughout the year for follow-up training. There are also self-selected lead RC teachers at each school who work to ensure the rest of the school is updated on RC.

Use Surveys to Ensure RC and Related Approaches Remain Effective for Teachers and Students

Contacts at **Institution E** recently administered a survey to teachers and students about the existing RC practices. While the results are still pending, the aim of the survey was to get feedback to ensure that students and teachers both feel similar value from the practices. The survey checks in with students to ensure teachers follow guidelines of RC, including the daily morning meetings. The survey also asks students if they have been able to apply what they learned during morning meetings to solve problems inside and outside of school.

3) Retaining Students through Alternative Disciplinary Strategies

Disciplinary Strategies

Profiled Districts Utilize Progressive Discipline Models to Reduce Punitive and Exclusionary Consequences

Contacts at **Institution A** have applied a progressive discipline model with suggested consequences at four levels of severity for over a decade. However, over the past five years the focus has shifted to find alternatives to suspensions by relying on behavioral interventions and student-centered methods. Contacts note, however, that this tactic leaves students displaying disruptive behavior in the classroom, and can be especially taxing for teachers and other students. Prior to this new model, these students would be removed from the classroom; however, teachers now aim to keep students in the classroom the majority of the time using re-directive approaches to discipline.

Contacts at Institution A emphasize that while in the moment, keeping students in the classroom may feel disruptive and challenging, in the long-term it promotes better behavior from students who are more likely to feel connected and valued by the school environment. Institution A employs an executive director at each school level (i.e., elementary, middle, high school) who oversees school operations and student behavior and achievement. At each elementary school, principals primarily oversee school disciplinary issues. Each school determines its own tailored behavioral program, but the behavioral program must be approved by leadership at the district level.

The behavior plan at **Institution C** includes a disciplinary grid segmented into four response levels based on severity of the behavior, incorporating restorative consequences into the grid. The plan then outlines appropriate response strategies, interventions and resolutions, and/or disciplinary responses for each response level. The plan also identifies several inappropriate behaviors specifically indicating which response level is required to begin with, depending on the behavior type. While the plan does lay out exclusionary, punitive consequences, it also offers many alternatives given that the severity of a given behavior does not require further action by law.

Sample of *Institution C's* Five Response Levels with Corresponding Strategies, Interventions, and Disciplinary Responses

<i>Response Strategies</i>	<i>Interventions</i>	<i>Disciplinary Responses</i>
<ul style="list-style-type: none"> Remind / Redirect Logical Consequence Take A Break Buddy Room 	<ul style="list-style-type: none"> Teach a replacement behavior or coping strategy Reteach social emotional learning curriculum Create a behavior contract or chart Provide regulation breaks Collaborative Problem Solving 	<ul style="list-style-type: none"> Verbal warning Loss of privilege Restorative conversation
<ul style="list-style-type: none"> Regulate student in the classroom Regulate student in an alternate environment 	<ul style="list-style-type: none"> Enroll student in a group intervention Restorative practice (e.g., circle, conversation, collaborative problem-solving) and resulting agreement and support plan 	<ul style="list-style-type: none"> Conference with student services staff or administrator Conference with parent and student
<ul style="list-style-type: none"> Use of restraint / seclusion for the purposes of maintaining safety 	<ul style="list-style-type: none"> Refer to community resources for mental health, substance abuse, etc. Support provided by the Behavior Consultation Team or Autism Team Intensive Social Emotional Learning intervention by support staff (e.g., anger management, etc.) Develop Behavior Support Plan 	<ul style="list-style-type: none"> In-school-suspension (ISS) up to one day; readmission conference For students in 4th and 5th grades, out-of-school suspension (OSS) up to 1 day, readmission conference
<ul style="list-style-type: none"> Use of restraint / seclusion for the purposes of maintaining safety 	<ul style="list-style-type: none"> Enrollment in alternative program for intensive behavior support 	<ul style="list-style-type: none"> ISS up to 1 day followed by a readmission conference For students in 4th and 5th grades, OSS for up to 3 days, readmission conference Pre-k – 3rd grade OSS remainder of school day with approval, readmission conference
<ul style="list-style-type: none"> Strategies in Response Levels 2 and 3, increased Use of restraint / seclusion for safety 	<ul style="list-style-type: none"> Early Readmission services and supports, Expulsion followed by Re-engagement Circle with student, parent, and other support people 	<ul style="list-style-type: none"> Mandatory 5-day OSS and recommendation for expulsion

When Possible, Employ Restorative Approaches to Avoid Punitive and Exclusionary Consequences

Expanding upon the concept of restorative justice, restorative practices and approaches maintain similar responses to disciplinary and behavioral infractions. However, they also contain more than just reactive responses and try to incorporate restorative methods to prevent infractions in the first place. The approach focuses on first building strong communities of learners and schools to prevent negative behavior. Then, the approach provides methods to respond to unwanted behavior in a non-disciplinary way, aiming to re-build the relationships between the perpetrator, any associated victims of the behavior, and other related individuals (e.g., school administrators, parents). Typically, this involves a conversation with the perpetrator to ensure they claim responsibility for their actions, and then a larger conversation with the involved individuals to talk through, apologize, and resolve the conflict. Ideally, this process removes the need for exclusionary disciplinary consequences, like OSS. All profiled schools that engage in restorative practices cite disproportionality (i.e., the overrepresentation of certain groups like LGBTQ or African-American youth in the school punitive system) as the leading reason for initially implementing this approach.

Restorative Practices Approach to Discipline versus Zero-Tolerance Policies

Zero-Tolerance

Exclusionary Behavior Management

Student talks back to the teacher after disagreeing with them. Student is sent to the hall.

Problematic Behavior

Student pushes student and student skins their knees.

Disciplinary Referral

The teacher immediately scolds the student and sends them to the principal's office with a disciplinary referral.

Punitive, Exclusionary Consequence

Principal reviews the circumstance and grants 3 days of OSS.

Restorative Practices Approach

Inclusionary, Proactive Behavior Management

Student talks back to teacher and teacher asks student to regroup in the classroom "chill out" space.

Problematic Behavior

Student pushes student and student skins their knees.

Immediate Response

Teacher intervenes immediately and has both students sit down to deescalate the situation.

Restorative Circle

The teacher, principal, counselor, victim, perpetrator, and both involved students' parents meet. The student apologizes for and takes ownership of behavior and listens to how it hurt the victim both emotionally and physically. Parents of both students share their thoughts and how the issue affected them. The group comes up with a plan for how to avoid this behavior in the future and both students reconcile.

Contacts at **Institution B** aim for restorative approaches to become more than just a behavioral or disciplinary solution, and instead serve as an all-encompassing district cultural strategy.

Institution B became involved with restorative practices over a decade ago as one of the first districts in the US that began actively pursuing alternatives to punitive disciplinary strategies. While contacts acknowledge that parents, teachers, and the community might be initially wary of restorative practices, consistent communication and involving constituents in decisions eases these challenges. Often, opponents fear these approaches make schools unsafe, or fail to teach students the consequences of their behavior. However, contacts note that relying on data that supports the success of restorative practices to quell these concerns is crucial.

71%

of students who go through a restorative process at **Institution B** are less likely to have a behavioral incident in the subsequent semester compared to those who go through traditional OSS, controlling for the type of behavior.

A Positive Experience with a Restorative Practice

One contact experienced the results of a restorative response to behavior first-hand as a parent of an elementary school-aged student who was the victim of a negative behavior. The contact explained that at the time, despite being an advocate of restorative approaches, they did not initially react positively to employing a restorative response to the student who harmed the contact's child. However, after being reminded by the principal that the best way to respond to the situation would be restoratively, the contact went through the process and now agrees that this approach was far better than excluding the perpetrating student from school via OSS. Instead, the students, parents, and school administrators met and talked through the negative behavior and the impact that behavior had on the victim. The contact learned more about the perpetrating student's past, empathized, and was ultimately able to see the student learn and grow from the mistake. Both students were able to reconcile their relationship formally as opposed to being placed within the same environment without reconciliation in a few days.

Utilize Teacher Advocates to Secure Buy-in When Implementing Restorative Approaches

This year, leadership at **Institution E** decided to initiate restorative approaches to discipline as a complement to RC and other positive behavioral approaches. A director of special programs who oversees RC practices at the district level developed an implementation plan by utilizing the teacher representatives of RC at each school. The director then developed a training program for these teachers to become comfortable with the approaches, creating experts within each school. The plan is for teachers to share, teach, and advocate for these approaches to other teachers to embed restorative practices within the school culture similarly to RC. The director has also visited classrooms to model restorative circles in real situations as an additional way for teachers to become comfortable with the practice.

Steps in First Year Implementation Strategy of Restorative Practices at *Institution E*



Literature

Contacts charged with training teacher liaisons in restorative practices developed a curriculum based on the book *Better than Carrots or Sticks: Restorative Practices for Positive Classroom Management* by Dominique Smith, Douglas Fisher, and Nancy Frey.

Review of Literature

Contacts met with teacher liaisons five times throughout the course of the year after assigning the book to be read. During each session, the group would review a chapter from the book and receive assignments of restorative practices to try in class.



Application Assignments

Teachers applied what they learned during the meetings with the Director of Special Programs (i.e., the lead staff member dedicated to the implementation of restorative practices) and from reading the book, and then attempted these practices during their time in the classroom.

Discussion of Applied Restorative Practices

Teachers shared their applied experiences with the group and discussed what went well and what could be improved as they continued to incorporate restorative tactics into their teaching methods.



Presentations to School Administrators

A director of special programs presented to school principals and counselors several times throughout the year to ensure they were aware of and trained in restorative practices.

Provide Ongoing Training and Resources on Restorative Practices to Support Teachers and the Community

Administrators at **Institution B** employ a full-time district-level coordinator exclusively responsible for training the school community on restorative practices. The coordinator offers a two-day training session to communicate the necessary mindsets and practices to successfully adopt restorative practices. This opportunity is available as a free service for any individual within the district. The coordinator can also conduct side-by-side training with teachers and facilitate the restorative practices in the case that a teacher feels too personally involved in or unprepared for the particular circumstance.

Contacts note that some of the most advanced schools within Institution B capitalize on this two-day period to train all leaders in the school community (e.g., staff, teachers, parent leaders) at the same time. This empowers teacher and parent ambassadors for the practices to encourage acceptance and sustainable use across the school. So far, only about eight to 10 percent of elementary schools in the district have committed to this level of cultural implementation of restorative practices, but those that have done so have seen remarkable success. In some cases, teachers no longer feel the sole responsibility of reacting restoratively, as students begin interacting that way automatically. Most other elementary schools within Institution B do still have a program in place for restorative practices, but more likely target restorative training for administrators and mental health staff (e.g., school counselors).

Leaving the Classroom

Contacts at **Institution B** acknowledge that there are severe scenarios and students (e.g., repeat offenders, students who will not take responsibility for their actions) for whom restorative practices simply will not work and alternative solutions must be pursued.

Assign Buddy Teachers or Utilize Counselor Time When Available to Avoid Leaving Students Unmonitored

Institution B and **Institution E** utilize buddy teachers (i.e., teachers assigned to another class where a student displaying disruptive behavior can go to calm down without being excluded completely from the classroom environment) for situations where in-classroom safe spaces or responses might not be enough or appropriate for the specific case or student. If the situation escalates beyond that, teachers often call school counselors to “walk and talk” (i.e., take students out of the classroom to communicate the problematic behavior) with the student.

Each school in Institution E has a specific plan to ensure students are infrequently removed from the learning environment, and when it becomes absolutely necessary, there is a staff member available to actively address the situation. Some schools within **Institution A** have students leave the classroom to take a break in another teacher’s classroom or take a walk with an available adult to return to a calm state.

Institution D does not have a district-wide policy that requires creating a specific place to send students when they need to be removed from the classroom, but most often teachers utilize the principal’s office or buddy teacher rooms. Some schools in Institution D have dedicated de-escalation rooms where the teacher or another support staff member can accompany a student. These rooms serve as a place for students to understand why their current behavior is disruptive to the educational process. Once the student shows understanding, they can be reintroduced to the classroom. These de-escalation rooms are not commonplace in the district, but serve as an example of a restorative solution within a school that does not have formal initiatives of restorative approaches at the district level.

Create Safe Spaces within Classrooms for Students who are Displaying Disruptive Behavior

Some teachers at **Institution A**, **Institution B**, and **Institution E** utilize a “chill out” space within the classroom for students to go to regroup when displaying unwanted and disruptive behavior without excluding the student from instruction. Each district names these spaces differently, including “chill out space,” “rest and return,” and “think chair”. Institution A teachers provide a variety of stress-relieving tools (e.g., stress balls, Legos) in these spaces. Contacts at Institution E emphasize that teachers must work hard to normalize these spaces and ensure students do not view using them as embarrassing or as a form of punishment. One way teachers accomplish this is by utilizing the “think chairs” themselves during times when they feel stressed or unable to calm down. This proves effective to model the appropriate way to use the space and emphasizes that needing to regroup is a normal experience.

Ensure a Fair Policy Exists to Permanently Move Students from One Classroom to Another in Extreme Situations

Contacts at **Institution D** describe that in some circumstances, typically when students display physical aggression towards a teacher, the teacher can request that the student not return to their classroom permanently. In most schools, students can be moved to another classroom within the same school, but for schools that are small enough to only have one classroom per grade, the student might be moved to a new school. In these situations, the Institution D teacher submits a discipline referral to administrators which will typically result in OSS (i.e., less than 10 days in elementary schools). Upon return, the administrators and teachers develop a reentry plan. In cases of permanent removal from the classroom, the reentry plan would include a conference with the former teacher, the new teacher, school administrators, parents, and typically a representative from Institution D’s school climate and student discipline office.

Assessment

Analyze Disciplinary Data Regularly to Target Future Action

Institution D’s district office dedicated to school climate and student discipline employs a data specialist who generates data reports weekly. The data specialist collects metrics by grade level, location, school, ethnicity, gender, and several other student identifiers. The data specialist also organizes data based on the type of infraction and the specific consequences delivered (e.g., detention, ISS, OSS). Staff from the Student Discipline office share metrics with district leaders on Monday mornings and send specific school data to administrators each week. Individual schools also have access to retrieve data directly out of the system.

Quarterly, each school’s climate committee reviews data and designs an action plan to improve or change their existing behavioral and disciplinary strategies to target problematic trends (e.g., repeat behaviors, disproportionality). Like many other districts, administrators at Institution D currently prioritize disproportionality by targeting a reduction of suspensions of minorities, primarily black males, as data shows that these students have received the most severe disciplinary consequences at a disproportionately high rate.

Administrators at **Institution A** track monthly suspension data and conduct an annual five-year comparison report. Administrators monitor for the types of behaviors that most often result in suspension to target action plans to specific areas.

4) Research Methodology

Project Challenge

Leadership at a member school district approached the Forum with the following questions:

- What is the district's discipline strategy?
- How long has this strategy been in place?
- What makes the strategy effective?
- What are the shortcomings?
- How could the strategy be improved?
- Which administrator(s) manage discipline at the district level?
- Are there administrators dedicated specifically to discipline at the elementary level?
- If so, what are their roles, responsibilities, and reporting structure?
- Where do instructors/administrators in elementary schools send students who must be removed temporarily from the classroom due to behavior?
- How do elementary school administrators address students who need to be removed permanently from the classroom?
- What behavioral strategies do elementary schools employ to ensure a successful transition from home life to a structured school environment?
- What positive reinforcement mechanisms, if any, are in place to encourage good behavior and avoid the need for discipline?
- What resources and tools do teachers and staff use to assist in decisions regarding discipline and behavior?
- How often is the district's discipline strategy or policy reviewed and/or amended?
- What metrics do administrators track to evaluate the effectiveness of the existing discipline strategy?

Project Sources

The Forum consulted the following sources for this report:

- "SWPBIS for Beginners." OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports Accessed June 12, 2017. <https://www.pbis.org/school/swpbis-for-beginners>.
- "What is Tier 3 PBIS." Positive Behavioral Interventions & Supports. Accessed June 12, 2017. <https://www.pbis.org/school/tier-3-supports/what-is-tier-3-pbis>.
- Responsive Classroom. Accessed June 12, 2017. <https://www.responsiveclassroom.org/>.

Research Parameters

The Forum interviewed directors of student discipline and progressive discipline at the following school districts.

A Guide to Districts Profiled in this Brief

Institution	Location	Approximate District Enrollment
Institution A	Midwest	16,700
Institution B	West	92,300
Institution C	Midwest	27,200
Institution D	Midwest	41,000
Institution E	South	9,400