



# Managing Behavioral Disruptions in Early Grades Audit

Assessing Your District's Capability to Address Student Misbehavior

## Resource in Brief

Use this diagnostic to help determine your district's key areas for improvement in managing behavioral disruptions in early grades. The questions on the following pages are structured according to four key areas of opportunity for districts:

1. Prevent Misbehavior Through Early Intervention
2. Create Conditions for Positive Classroom Behavior
3. Promote the Social-Emotional Well-Being of Students and Teachers
4. Enhance Support for Higher-Needs Students

## 3 Ways to Use This Audit

- Assess current district- and school-wide strategies to manage disruptive behavior in elementary schools
- Identify areas of greatest opportunity for intervention and/or innovation
- Prioritize best practices to facilitate school- and district-level improvement

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## Instructions

This audit is designed to help evaluate the resources in place at your district to manage behavioral disruptions in early grades.

Please rate your current capabilities for each criterion with a "yes/no" answer.

	NO	YES
<b>Prevent Misbehavior Through Early Intervention</b>		
<b>Early Identification of Incoming High-Risk Kindergarteners</b>		
1. We have universal Pre-K in our district.		
2. We can identify kindergarteners who may be at risk of disruptive behavior early (i.e. before they begin classes).		
3. We have transitional programs to help incoming at-risk kindergarteners adjust to school.		
<p>➤ If you answered "no" to any of the questions, review <b>Practice 1: Transition Program for Incoming High-Risk Kindergarteners</b>, as well as <b>Building the Social-Emotional Skills of Incoming At-Risk Kindergarteners</b>, our dedicated guide to instituting summer transition programs to reduce disruptive behavior in early grades.</p>		
<b>Universal Screening for Behavioral and Emotional Issues</b>		
4. We rely mostly on staff referrals to identify students with emotional or behavioral issues.		
5. We screen every student in the district for behavioral and emotional issues at least once a year.		
6. We have clear follow-up steps for educators on how to support students identified as at-risk for behavioral disruptions.		
<p>➤ If you answered "yes" to question 4 or "no" to questions 5 or 6, review <b>Practice 2: Universal Behavioral Screening to Identify Students in Need of Support</b>, as well as our research briefing <b>A Systemic Approach to Managing Behavioral Disruptions in Early Grades</b></p>		
<b>Cultivating Positive Adult-Student Relationships at Schools</b>		
7. Our school staff know each student's name, face, and a few non-academic facts about them.		
8. Every student at our district has at least one trusted adult at their school they can seek help and advice from when needed.		
<p>➤ If you answered "no" to question 7 or 8, review <b>Practice 3: Teacher Home Visit Program</b>, <b>Practice 4: Trusted Adult-Student Relationship Mapping</b> as well as our <b>Promoting Positive Adult-Student Connections Implementation Guide</b></p>		

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	NO	YES
<b>Create Conditions for Positive Classroom Behavior</b>		
<b>Designing Physical Classroom Space Conducive to Self-Regulation</b>		
9. The walls of our kindergartens and elementary school classrooms are covered with lots of posters and pictures.		
10. All of our classrooms have calming/active areas, different seating options, etc.		
<i>If you answered "yes" to question 9, or "no" to question 10, review <b>Practice 5: Self Regulation-Friendly Classroom Audit</b></i>		
<b>Expanding Time for Free Play</b>		
11. Our teachers sometimes punish misbehaving students by withholding recess from them.		
12. We have had to reduce the amount of unstructured play time for students to add more academic time.		
➤ <i>If you answered "yes" to either question, review <b>Practice 6: Expanded Time for Free Play</b></i>		
<b>Districtwide Positive Behavioral Interventions &amp; Supports (PBIS) Implementation</b>		
13. Each one of our elementary schools uses PBIS.		
14. We track PBIS implementation via audits, fidelity checks, and data monitoring.		
15. The success of PBIS initiatives at our district largely depends on each individual school's leadership.		
➤ <i>If you answered "no" to questions 14 or 15, or "yes" to question 16, review <b>Practice 7: Districtwide PBIS Implementation</b>, as well as our research briefing <b>A Systemic Approach to Managing Behavioral Disruptions in Early Grades</b></i>		
<b>Districtwide Behavior Guideline Standardization</b>		
16. Our behavioral code contains standardized, specific definitions of disruptive behavior.		
17. We track school discipline and engage in conversations with school leadership about disproportionality in incident responses indicated by the data.		
18. Our behavioral code outlines a specific, appropriate response to each type of disruptive behavior.		
➤ <i>If you answered "no" to any of questions 16, 17, or 18, review <b>Practice 8: Standardized Behavior Guidelines and Data Collection</b></i>		

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	NO	YES
<b>Promote the Social-Emotional Well-Being of Students and Teachers</b>		
<b>Direct Instruction of Key Social-Emotional Skills</b>		
19. The social-emotional learning curriculum we use in our elementary schools was chosen to specifically address the skills that our students need the most.		
20. Social-emotional learning (SEL) curricula at our schools are explicitly taught by the teachers, not by the counselors.		
<p>➤ If you answered "no" to questions 19 or 20, review <b>Practice 9: Direct Instruction of Key Social-Emotional Skills</b>, as well as our research briefing <b>A Systemic Approach to Managing Behavioral Disruptions in Early Grades</b></p>		
<b>Systematic Support for Teachers' Social-Emotional Well-Being</b>		
21. All of our teachers are comfortable using social-emotional learning techniques and routines in the classroom.		
22. Our teachers report being stressed and burned out because of their job.		
<p>➤ If you answered "no" to question 21, review <b>Practice 10: Embedded SEL Routines for Adults</b></p> <p>➤ If you answered "yes" to questions 22, review <b>Practice 11: Teacher Burnout Coping Supports</b></p>		

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	NO	YES
<b>Enhance Support for Higher-Needs Students</b>		
<b>Districtwide Trauma-Informed Care Implementation</b>		
23. We have seen an increase in the number of students with a history of trauma over the last few years.		
24. All of our teachers understand and are formally trained in trauma-informed care techniques.		
25. We provide a dedicated clinician-led intervention for students with a history of significant trauma.		
<ul style="list-style-type: none"> <li>➤ If you answered "yes" to question 23, or "no" to question 24, review <b>Practice 12: Trauma-Informed Perspective of Student Behavior</b></li> <li>➤ If you answered "no" to question 25, review <b>Practice 14: Cognitive Behavioral Support for Students with a History of Trauma</b></li> <li>➤ Also review <b>Supporting Students with a History of Trauma</b>, our guide to implementing district-wide trauma-informed practice.</li> </ul>		
<b>Multidisciplinary Forums for Effective Intervention with Higher-Needs Students</b>		
26. All staff referrals for concerning behavior are reviewed regularly by a multidisciplinary team.		
27. Our multidisciplinary team includes dedicated behavior health expertise from within or outside the district.		
<ul style="list-style-type: none"> <li>➤ If you answered "no" to either question, review <b>Practice 13: Cross-Functional Behavior Health Intervention Team</b>, as well as our research briefing <b>A Systemic Approach to Managing Behavioral Disruptions in Early Grades</b></li> </ul>		
<b>Alternative Setting with Focus on Reintegrating Students Into the Regular Classroom</b>		
28. Students placed in our alternative setting due to misbehavior usually return to the regular classroom within two months.		
29. We occasionally have to place frequently misbehaving students in special education or alternative settings, even when they don't have a special education diagnosis.		
<ul style="list-style-type: none"> <li>➤ If you answered "no" to either question, review <b>Practice 15: Reintegration-Focused Alternative Classroom</b></li> </ul>		



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