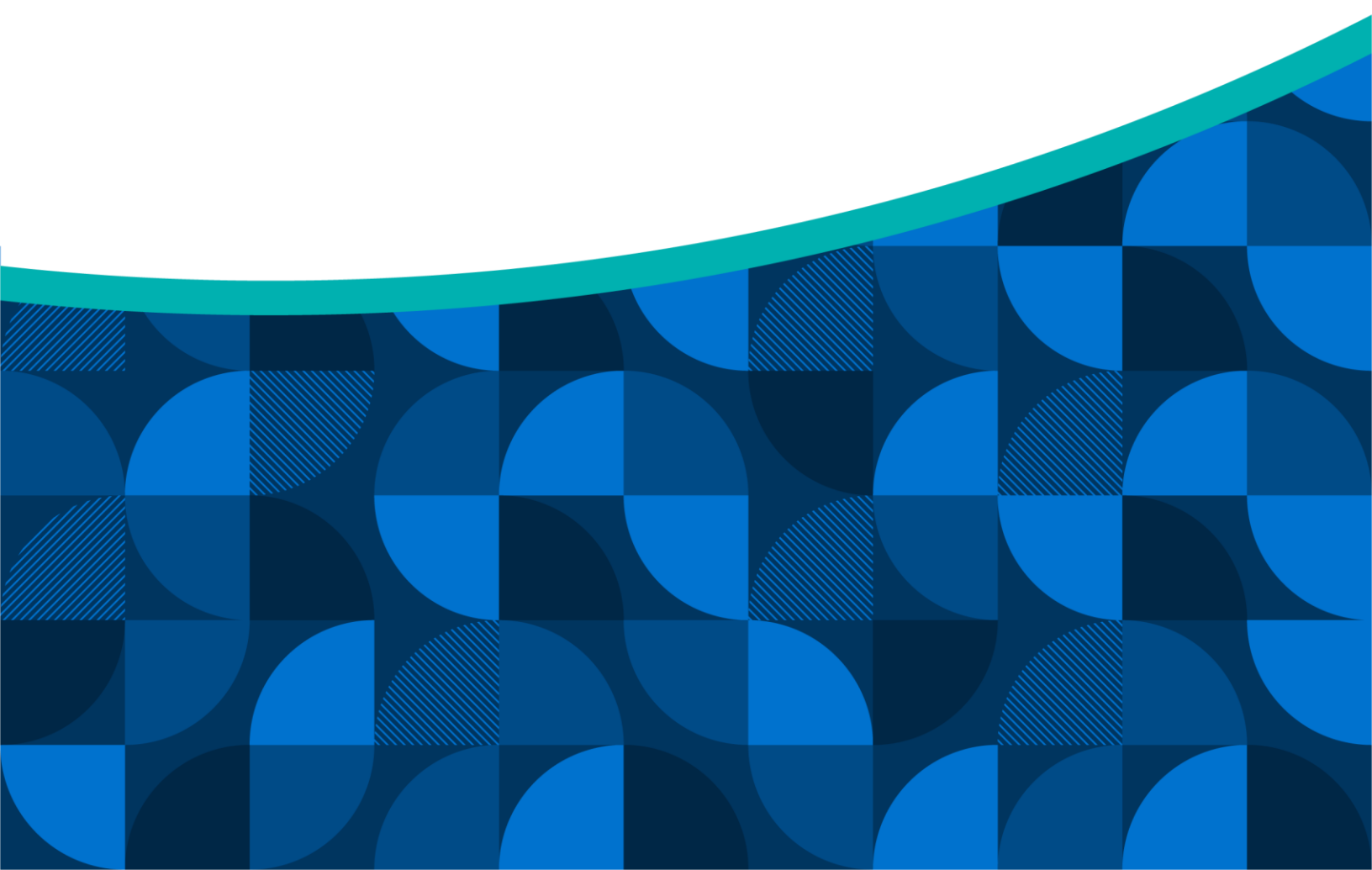EAB

EAB's Diagnostic for Creating the Conditions for Positive Student Behavior

District Leadership Forum

Project Director

Olivia Rios

Contributing Consultants

Madison Watts
Sarah Woll

Executive Director

Meredith McNeill

Instructions

1 Use this diagnostic to understand and evaluate which existing strategies, practices, and policies teachers and staff in your school(s) use to help promote positive student behavior. Please note that school or district leaders can use the diagnostic as a self-assessment *and*/or to gather input from teachers and staff to better understand consistency in behavior management approaches.

2 Statements in the diagnostic relate to the four conditions required to create an environment conducive for positive student behavior – **safe, supported, connected, and engaged.** Evaluate each statement in the following pages by rating your level of agreement with the statement. Repeat this process for each of the four conditions.

> ▶ For more information on our supporting research related to the four conditions for positive student behavior, review our webinar **Building a Better Behavior Management Strategy for Students and Teachers**.

3 At the end of the diagnostic, review the statements in which you or your school staff responded "neutral", "disagree", or "strongly disagree". Consider which of the four conditions had the most statements with "neutral" or lower. If others also completed the diagnostic, look for statements with consistent disagreement. These statements should be areas of focus for your school.

4 After identifying areas of focus, consult the student behavior resource center to access the resource toolkits related to the diagnostic activities with which your school or district is struggling. Toolkits include short-term, and long-term strategies that address all of the activities contained in the diagnostic. Resources are also linked within the diagnostic for your reference. Please reach out to your EAB dedicated advisor to have an expert facilitate this process with your school or leadership team.

Safe

Definition: A physically and psychologically secure environment that preserves the health and well-being of students from all identities by limiting their fear of failure, punishment, and discrimination.

Please indicate your level of agreement with the following statements. Your responses should be based on your own practices and those you observe of other teachers/staff.

Teachers and/or staff at my school:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	I Don't Know
Appropriately intervene when incidents of bullying occur to ensure student safety.[1]						
Approach student behavior with a non-punitive mindset that encourages understanding, relationship building, and mediation.[2]						
Use equitable grading practices (i.e., not penalizing students for late work, missed assignments, or lack of participation if they can demonstrate subject mastery). [4]						
Follow safety protocols and emergency plans (e.g., severe weather procedures, lockdown procedures, medical emergency procedures, etc.) to keep all staff and students physically safe.[3]						
Encourage students to share alternative viewpoints in class discussions/healthy discourse.[4]						
Create consistent and predictable routines (e.g., attendance, morning meeting, brain breaks, etc.) expectations, and procedures for students.[4]						

1) Bullying Prevention and Response
2) Discipline
3) Physical Safety
4) Psychological Safety

Safe

Definition: A physically and psychologically secure environment that preserves the health and well-being of students from all identities by limiting their fear of failure, punishment, and discrimination.

Please indicate your level of agreement with the following statements based on your knowledge and experience with the school leadership team and/or school community. **Our school:**	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	I Don't Know
Maintains a formal procedure to report bullying when it occurs that is used by school staff, students, and parents/guardians.[1]						
Uses alternatives to exclusionary discipline practices (e.g., suspensions and expulsions) except for required cases (e.g., violence, illicit drug use).[2]						
Tracks discipline data (e.g., number of suspensions, expulsions, duration of disciplinary measures) annually that includes the demographic characteristics (e.g., race, sex, disability) of students. [2]						
Uses analyzed discipline data (e.g., identifies trends, patterns, disparities) annually to ensure student consequences are administered consistently and fairly without regard to race, sex, disability, etc. [2]						
Publicly discloses school discipline data (i.e., via school website, state databases, etc.).[2]						
Shares clear and detailed information with students, families, and community members on the school's discipline policies and procedures, where they can find them, and how the policies and procedures are implemented. [2]						
Include non-academic performance (e.g., behavior, effort, cooperation) in addition to and separately from academic performance on report cards.[4]						
Respects and embraces the voices, perspectives, and differences of students of all identities (e.g., race, ethnicity, culture, language, sexual orientation, gender, socioeconomic status, disability, religion). [4]						

1) Bullying Prevention and Response
2) Discipline
3) Physical Safety
4) Psychological Safety

Supported

Definition: Offer opportunities for students to develop the socio-emotional and behavior skills they need to thrive.

Please indicate your level of agreement with the following statements. Your responses should be based on your own practices and those you observe of other teachers/staff.

Teachers and/or staff at my school:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	I Don't Know
Embed social-emotional learning (SEL) skill building into the academic curriculum on a consistent basis (i.e., daily).[1]						
Use behavior intervention/support plans to help support students with more significant/frequent behavioral challenges (i.e., tier 3 students).[2]						
Create a physical environment (e.g., classrooms, support rooms, hallways) to support student self-regulation (e.g., reduces visual clutter, limits distracting noise). [2]						
Provide students with regular (i.e., daily) reinforcement for positive behavior.[2]						
Communicate regular (i.e., weekly or monthly) positive and constructive feedback about students' behavior to parents/guardians depending on age appropriateness.[2]						

1) Socio-emotional learning (SEL) Support Activities
2) Behavior Support Activities
3) Staff Support Activities

Supported

Definition: Offer opportunities for students to develop the socio-emotional and behavior skills they need to thrive.

Please indicate your level of agreement with the following statements based on your knowledge and experience with the school leadership team and/or school community.

Our school:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	I Don't Know
Dedicates and protects regular time (i.e., weekly or monthly lessons) in the school day for direct social-emotional learning (SEL) instruction.[1]						
Provides teachers with resources to embed SEL skill-building into academic curriculum (e.g., maps SEL activities to specific academic units and lessons; provides templates to incorporate SEL skill building in academic discussions).[1]						
Formally tracks all students' socio-emotional and behavioral progress through documented teacher observations, report cards, and/or other behavioral metrics or data.[1]						
Uses a multi-tiered system (e.g., MTSS) to provide students with support based on their level of needs. [2]						
Uses universal behavior screeners for early identification of students with behavior support needs. [2]						
Has a formalized support staff team(s) (e.g., social worker(s), behavioral interventionist(s), counselor(s)) that help support and address student behavioral and socio-emotional needs. [3]						
Has a clear triage system that teachers and staff use to connect students with appropriate support staff (e.g., social worker, behavioral interventionists, counselor) depending on their needs.[3]						

1) SEL Support Activities
2) Behavior Support Activities
3) Staff Support Activities

Engaged

Definition: Motivate students to learn and behave positively by providing them with autonomy, incentives, and learning materials relevant to their lives and interests.

Please indicate your level of agreement with the following statements. Your responses should be based on your own practices <u>and</u> those you observe of other teachers/staff.

Teachers and/or staff at my school:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	I Don't Know
Provide students with incentives for positive behavior (e.g., recognition/praise, token system).[1]						
Consistently and clearly state classroom rules/expectations that students across grade levels/classrooms can articulate and implement.[1]						
Use classroom materials (e.g., lessons, books, worksheets, etc.) that accurately reflect students' identities, experiences, and lives.[2]						
Design academic lessons that are reflective of and relevant to students' lived experiences.[2]						
Offer opportunities for students to provide input on classroom rules and expectations.[2]						
Ensure learning is connected to students' goals outside of school (e.g., careers, hobbies).[3]						
Provide opportunities for students to regularly ask questions and share opinions during academic lessons.[3]						
Offer regular (i.e., weekly) multi-sensory, multi-modal, or hands-on components to academic lessons (e.g., incorporate smell and sound, lab experiments, including both auditory and visual elements).[3]						

1) Behavioral
2) Emotional
3) Cognitive

Engaged

Definition: Provide students with autonomy, incentives, and relevant learning materials to keep them motivated to behave positively and to learn.

<table>
<tr><td colspan="7">Please indicate your level of agreement with the following statements based on your knowledge and experience with the school leadership team and/or school community.

Our school:</td></tr>
<tr><td></td><td>Strongly Agree</td><td>Agree</td><td>Neutral</td><td>Disagree</td><td>Strongly Disagree</td><td>I Don't Know</td></tr>
<tr><td>Provides and/or connects students with opportunities to participate in extra-curricular activities (e.g., band, choir, recreational sports) and clubs aligned with their interests.[1]</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Provides opportunities for all students to participate in schoolwide committees, councils, or listening groups that contribute to decision making on behalf of the school community.[2]</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Offers opportunities and support for experiential learning (e.g., field trips, community volunteering, internships).[3]</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

1) Behavioral
2) Emotional
3) Cognitive

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Connected

Definition: Fostering intentional relationships between students and their teachers, staff, peers, and parents/guardians to create an authentic community and a sense of belonging.

Please indicate your level of agreement with the following statements. Your responses should be based on your own practices <u>and</u> those you observe of other teachers/staff.

Teachers and/or staff at my school:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	I Don't Know
Welcome students into the classroom by greeting them at the door before class begins.[1]						
Interact with each of their students individually to intentionally gain insight on their personalities, strengths, and goals.[1]						
Organize team-building exercises for their students each week.[2]						
Ensure students have weekly opportunities to develop interpersonal skills (e.g., active listening, speaking) by regularly (i.e., daily) integrating partner activities, group projects and/or full class discussions into student learning.[2]						
Send home regular (i.e., weekly or monthly) newsletters to keep parents/guardians informed on important classroom and school-wide information.[3]						

1) Student-Adult
2) Student-Student
3) Adult-Adult

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Connected

Definition: Fostering intentional relationships between students and their teachers, staff, peers, and parents/guardians to create an authentic community and a sense of belonging.

Please indicate your level of agreement with the following statements based on your knowledge and experience with the school leadership team and/or school community.

Our school:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	I Don't Know
Formally tracks that students have at least one positive relationship with a trusted adult in the building.[1]						
Provides volunteer and/or mentoring opportunities for parents/guardians and community members to work directly with students.[1]						
Formally tracks that all students have at least one positive relationship with a peer in the building. [2]						
Ensures digital communication (e.g., emails, newsletters) is available in a variety of languages to meet the needs of families who speak English as a second/additional language.[3]						
Provides opportunities for parents/guardians to be involved in their child's academic journey (e.g., school volunteer opportunities, school events).[3]						

1) Student-Adult
2) Student-Student
3) Adult-Adult

Closing Questions

My school district/division:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	I Don't Know
Communicates clear, district-wide goals for the behavioral prevention (e.g., SEL) and management program(s) the district uses.						
Defines the conditions that need to be in place at every school for students to behave positively.						
Communicates clear and consistent protocols for managing and responding to student behavioral concerns.						
Equally prioritizes students' behavioral, social, and emotional development and students' academic progress.						
Protects time to support students behaviorally and social-emotionally (e.g., dedicated time for direct SEL instruction, protected recess).						
Uses a professional development schedule that includes sufficient behavior and social-emotional training for teachers and staff.						

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ABOUT EAB

At EAB, our mission is to make education smarter and our communities stronger. We work with thousands of institutions to drive transformative change through data-driven insights and best-in-class capabilities. From kindergarten to college to career, EAB partners with leaders and practitioners to accelerate progress and drive results across five major areas: enrollment, student success, institutional strategy, data analytics, and diversity, equity, and inclusion (DEI). We work with each partner differently, tailoring our portfolio of research, technology, and marketing and enrollment solutions to meet the unique needs of every leadership team, as well as the students and employees they serve. Learn more at eab.com.