| **ACTIVITY: Expectation Violations – Discipline Responses** |
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| *Complete the following worksheets to design a school-wide approach to responding to expectation-violating student behavior.* |

1. Specify **Procedures** for Processing Violations of SW Expectations

* Agreement regarding office staff vs. teacher/staff responsibilities
* ODR form for tracking discipline event specifies:
  + 1. Who (i) violated rule, (ii) observed and responded to violation of expectation, and (iii) else was involved
    2. When (day/time)
    3. Where
    4. What (i) expectation was violated and (ii) was the possible motivation
  + Agreement regarding options for continuum of consequences
  + Data decision rules for intervention and support selection

**Discipline Responses/Ladder**

|  |  |  |
| --- | --- | --- |
| ***Level 1 –****Teachers will use the following interventions to help students change behavior. If these interventions are successful, referral to the school administrator is not always required.* ***Minor Incident Report Form may be used*** | **Minor School-wide Incident** | **Level 1 Interventions** |
|  |  |
| ***Level 2 –*** *Appropriate when Level 1 consequence/intervention has been ineffective. Teachers use the following interventions to help the students change behavior. In some cases, referral to the school administrator may be necessary.* ***Minor Incident Form required*** | **Repeated Minor School-wide Incidents** | **Level 2 Interventions** |
|  |  |
| ***Level 3 –*** *Appropriate when Level 2 consequences/interventions have been ineffective or when students exhibit a Major behavioral issue.* ***Major Incident Form required*** | **Major School-wide Incidents** | **Level 3 Interventions** |
|  |  |

Or

|  |  |  |  |
| --- | --- | --- | --- |
| **Level 1**  **Productive Personal Environment** | **Level 2**  **Productive Classroom Environment** | **Level 3**  **Orderly Environment** | **Level 4**  **Safe Environment** |
| *Behaviors that affect only the student:* | *Behaviors that interfere with others’ learning:* | *Behaviors that affect an orderly environment:* | *Behaviors that cause harm or are illegal:* |
|  |  |  |  |
| *Consequences may include:* | *Consequences may include:* | *Consequences may include:* | *Consequences may include:* |
|  |  |  |  |

*Use the following Discipline Process Checklist to evaluate your discipline process.*

* What is the process?
* How do I refer an incident?
* How do I complete the discipline form?
* What is the purpose of the discipline form?
* What should I expect to happen when I complete a minor or major incident report?
* How does it get to the office (administrator and/or data entry person)?
* When/how should I expect to hear back from the office/administrator?
* Do we track minor offenses?
* Is the discipline form different for minor offenses?
* What is the process for referring minor problem behaviors?
* At what point are students and/or families included in the process?
* What do I do in a crisis situation (not just lockdown, but also safety situations).

Use the guidelines below related to culture/context and systems to inform your action plan and development process.

| **Guidelines for Culture and Context** | **Guidelines for Systems** |
| --- | --- |
| * Involve staff, students, & families in development * Contextually/culturally appropriate (e.g., age, level, language) * Examine disaggregated data to ensure implementation of each feature works for *all* subgroups of students | * Agreement by > 80% faculty and staff * Include procedures for informing others (e.g. families, community, district administrators, substitute teachers & staff) * Includes procedures for providing instruction to new faculty, staff, students, etc. * Schedule continuous evaluation of effectiveness, efficiency, and relevance * Include in school publications (e.g., handbook, posters, newsletters, etc.) |